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ABSTRACT

This second volume of the final report contains twenty-eight report appendixes. The narrative portion is available separately--see note. Contents include (1) Work Flow Network, (2) Work Breakdown Structure (components, activities, tasks), (3) Listings of Competency Literature Sources, (4) Criteria for Writing Competency Statements and Assessing Their Quality, (5) Competency Statements. (6) Resource Request Letter, (7) Factsheet, (8) Module Title Listing, (9) Module Development Guidelines, (10) Slide Tape Script, (11) Pilot Test Design, (12) Pilot Testers, (13) Sample of Pilot Test Results, (14) National Trainers, (15) National Training Agenda, (16) Nomination Sheets (for trainers), (17) Regional Training Plans, (18) Regional and State Trainers, (19) Sample Presession Invitation, (20) Presession Agenda, (21) National Advisors, (22) Advisory Committee Minutes, (23) Participant Information Forms--Overall Summary--Four Regions, (24) Competency Survey for Training Teams--Overall Summary--Four Regions, (25) Competency Survey for Training Teams--Post Overall Summary--Four Regions, (26) Competency Surveys--Pre and Post Comparisons, (27) Training Process Review Form--Overall Summary, and (28) Checklist for Assessing Training Action Plans--Overall Summary. (YLB)

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VOLUME II

Final Report

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The National Center for Research
in Vocational Education

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Legislative Provisions for the Improvement of Guidance Programs and Personnel Development

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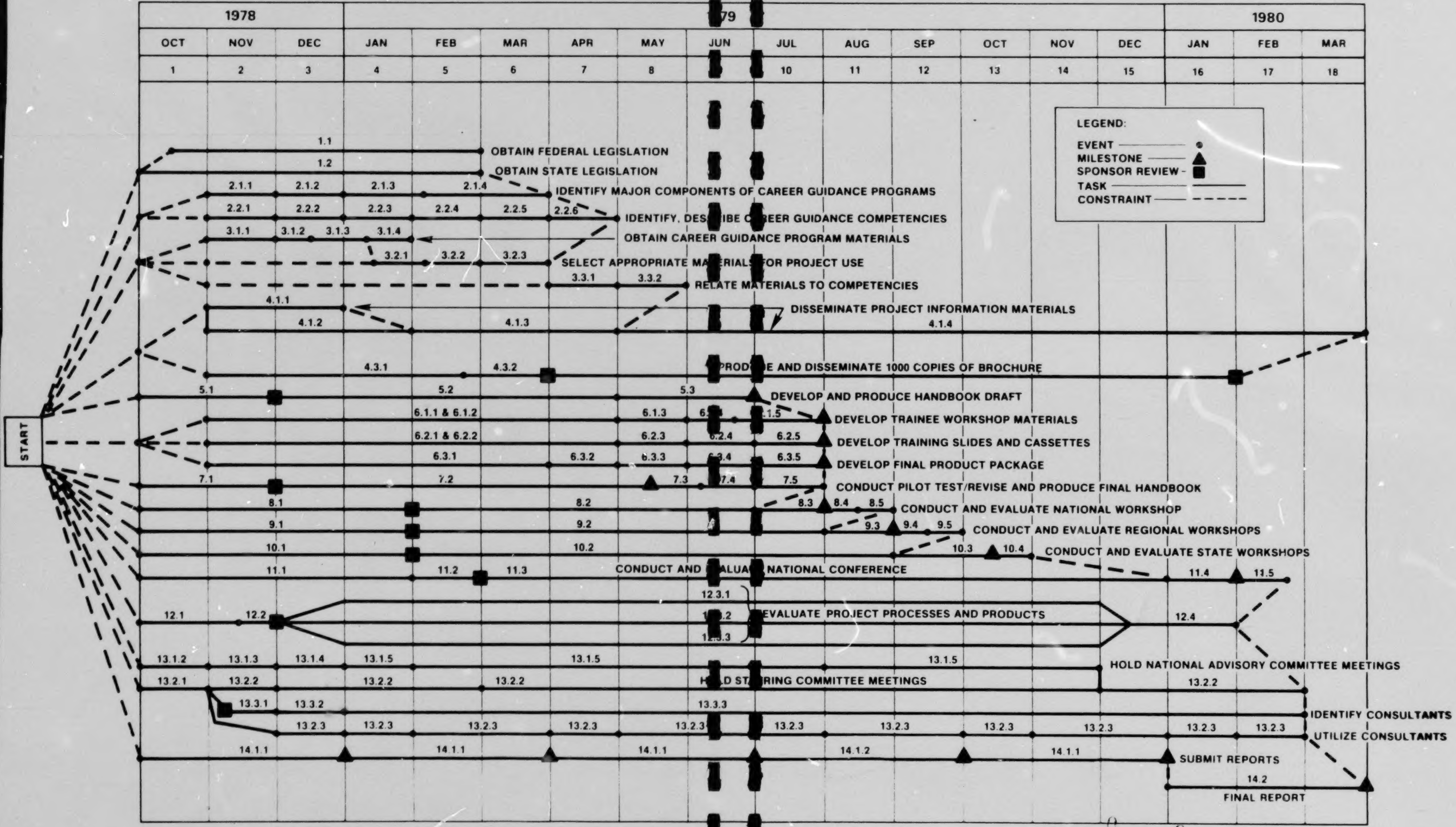
LEGISLATIVE PROVISIONS FOR THE IMPROVEMENT OF GUIDANCE PROGRAMS AND PERSONNEL DEVELOPMENT

SUMMARY ACTIVITY NETWORK: TIME PHASED


1978
1979
1980
OCT NOV DEC JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC JAN FEB MAR
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18
LEGEND:
EVENT
MILESTONE
SPONSOR REVIEW
TASK
CONSTRAINT
START
1.1
OBTAIN FEDERAL LEGISLATION
1.2
OBTAIN STATE LEGISLATION
2.1.1 2.1.2 2.1.3 2.1.4
IDENTIFY MAJOR COMPONENTS OF CAREER GUIDANCE PROGRAMS
2.2.1 2.2.2 2.2.3 2.2.4 2.2.5 2.2.6
IDENTIFY, DESCRIBE CAREER GUIDANCE COMPETENCIES
3.1.1 3.1.2 3.1.3 3.1.4
OBTAIN CAREER GUIDANCE PROGRAM MATERIALS
3.2.1 3.2.2 3.2.3
SELECT APPROPRIATE MATERIALS FOR PROJECT USE
3.3.1 3.3.2
RELATE MATERIALS TO COMPETENCIES
4.1.1
4.1.2 4.1.3
DISSEMINATE PROJECT INFORMATION MATERIALS
4.1.4
4.3.1 4.3.2
PRODUCE AND DISSEMINATE 1000 COPIES OF BROCHURE
5.1 5.2 5.3
DEVELOP AND PRODUCE HANDBOOK DRAFT
6.1.1 & 6.1.2 6.1.3 6.1.4 6.1.5
DEVELOP TRAINEE WORKSHOP MATERIALS
6.2.1 & 6.2.2 6.2.3 6.2.4 6.2.5
DEVELOP TRAINING SLIDES AND CASSETTES
6.3.1 6.3.2 6.3.3 6.3.4 6.3.5
DEVELOP FINAL PRODUCT PACKAGE
7.1 7.2 7.3 7.4 7.5
CONDUCT PILOT TEST/REVISE AND PRODUCE FINAL HANDBOOK
8.1 8.2 8.3 8.4 8.5
CONDUCT AND EVALUATE NATIONAL WORKSHOP
9.1 9.2 9.3 9.4 9.5
CONDUCT AND EVALUATE REGIONAL WORKSHOPS
10.1 10.2 10.3 10.4
CONDUCT AND EVALUATE STATE WORKSHOPS
11.1 11.2 11.3
CONDUCT AND EVALUATE NATIONAL CONFERENCE
11.4 11.5
12.1 12.2
12.3.1
12.3.2
12.3.3
EVALUATE PROJECT PROCESSES AND PRODUCTS
12.4
13.1.2 13.1.3 13.1.4 13.1.5 13.1.5 13.1.5
HOLD NATIONAL ADVISORY COMMITTEE MEETINGS
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HOLD STEERING COMMITTEE MEETINGS
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IDENTIFY CONSULTANTS
13.2.3 13.2.3 13.2.3 13.2.3 13.2.3 13.2.3 13.2.3 13.2.3 13.2.3 13.2.3 13.2.3
UTILIZE CONSULTANTS
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SUBMIT REPORTS
14.2
FINAL REPORT

APPENDIX 2

WORK BREAKDOWN STRUCTURE

COMPONENTS (OBJECTIVES)	ACTIVITIES	TASKS
1. To systematically identify and characterize the relevant provisions of titles of P.L. 94-482 and of other selected federal and state legislation affecting guidance.	1.1 Identify and acquire copies of the federal legislation that will be characterized in this project. (APGA)	1.1.1 Contact appropriate agencies, organizations and individuals for recommendations on legislation that should be reviewed.
		1.1.2 Obtain copies.
		1.1.3 Review.
		1.1.4 Develop criteria for the selection of appropriate legislation.
		1.1.5 Make final decisions about which legislation to include.
		1.1.6 Initially characterize those guidance elements within each piece of legislation identified in 1.1.4.
	1.2 To identify and acquire copies of significant state legislation that will be characterized in the project. (AVA)	1.2.1 Contact appropriate agencies, organizations and individuals for recommendations on legislation that should be reviewed.
		1.2.2 Obtain copies.
		1.2.3 Review.
		1.2.4 Develop criteria for the selection of appropriate legislation.

APPENDIX 2
cont'd.

WORK BREAKDOWN STRUCTURE

COMPONENTS (OBJECTIVES)	ACTIVITIES	TASKS
		1.2.5 Make final decisions about which legislation to include. 1.2.6 Initially characterize these guidance elements within each piece of legislation identified in 1.2.4.
2. To identify planning, development, implementing, and accounting competencies required of career guidance program personnel.	2.1 Identify major components and content of comprehensive career guidance programs, services, and activities. (NCRVE)	2.1.1 Develop framework, design and criteria for a comprehensive career guidance program. 2.1.2 Contact national agencies, organizations, and federally funded project representatives for description of comprehensive career guidance programs. 2.1.3 Conduct literature review. 2.1.4 Organize information as related to conceptual framework.
	2.2 Identify and describe competencies needed by career guidance program personnel. (AVA)	2.2.1 Contact national agencies, organizations, and federally funded project representatives for competency lists and descriptions of guidance personnel competencies. 2.2.2 Conduct literature review.

APPENDIX 2
cont'd.

WORK BREAKDOWN STRUCTURE

COMPONENTS (OBJECTIVES)	ACTIVITIES	TASKS
	4.3 Develop, produce, and disseminate general audience brochure which includes project assessment and recommendations. (AVA)	4.2.1 Develop general audience brochure.
		4.2.2 Review first draft of general audience brochure.
		4.2.3 Produce 1000 copies of general audience brochure.
		4.2.4 Disseminate general audience brochure.
5. To develop project training handbook including methods.	5.1 Develop and obtain approval of outline for handbook. (NCRVE)	5.1.1 Develop descriptive outline for handbook.
		5.1.2 Review of outline by Advisory Committee.
		5.1.3 Revise handbook outline.
		5.1.4 Submit outline to USOE project monitor for approval.
		5.1.5 Make necessary revisions.
	5.2 Develop initial draft of project handbook manuscript. (NCRVE)	5.2.1 Develop manuscript preparation schedule.
		5.2.2 Assign manuscript writing responsibilities.
		5.2.3 Develop manuscript.

APPENDIX 2

cont'd.

WORK BREAKDOWN STRUCTURE

COMPONENTS (OBJECTIVES)	ACTIVITIES	TASKS
	5.3 Review, revise, and produce initial draft of project handbook. (NCRVE)	5.3.1 Submit draft of handbook to advisors, consultants, and sponsors for review.
		5.3.2 Develop revision plan.
		5.3.3 Conduct revision of handbook draft.
		5.3.4 Produce copies of handbook for pilot testing.
6. To develop training handbook support materials and packaging.	6.1 Develop trainee workshop materials and transparency masters. (NCRVE)	6.1.1 Develop drafts of trainee workshop materials.
		6.1.2 Develop sketches for workshop transparencies.
		6.1.3 Submit for review workshop materials and transparency sketches.
		6.1.4 Review workshop materials and transparencies.
		6.1.5 Produce copies of workshop materials and transparencies.
	6.2 Develop set of training colored slides and audio cassette tapes. (AVA)	6.2.1 Develop script associated with slides.

APPENDIX 2
cont'd.
WORK BREAKDOWN STRUCT

GOALS (OBJECTIVES)	ACTIVITIES	TASKS
		6.2.2 Develop art sketches for slides. 6.2.3 Submit script and slide sketches for review (sponsor). 6.2.4 Revise script and audio cassette tape script. 6.2.5 Produce final copies of slides and audio cassette tape.
	6.3 Develop final product packaging. (AVA)	6.3.1 Develop design draft for project materials. 6.3.2 Obtain materials package pricing options. 6.3.3 Submit for review. 6.3.4 Finalize plans/drafts for product packaging. 6.3.5 Submit order for packaging development.
7. To pilot test handbook and training methods.	7.1 Select members of pilot test group. (APGA)	7.1.1 Develop criteria for pilot test group selection. 7.1.2 Develop tentative list of pilot test group.

APPENDIX 2
cont'd.
WORK BREAKDOWN STRUCTURE

COMPONENTS (OBJECTIVES)	ACTIVITIES	TASKS
		7.1.3 Submit names of potential pilot test group to sponsor for approval. 7.1.4 Contact possible pilot test group members. 7.1.5 Gain commitment of pilot test group.
	7.2 Conduct and evaluate pilot test. (APGA)	7.2.1 Prepare pilot test agenda, setting and support materials. 7.2.2 Conduct pilot test. 7.2.3 Evaluate pilot test.
	7.3 Conduct handbook revisions. (APGA, AVA, NCRVE)	7.3.1 Develop project package revision plan. 7.3.2 Revise project package. 7.3.3 Prepare camera ready copy for total project package.
	7.4 Produce copies of handbook for national and regional workshops. (NCRVE)	7.4.1 Select printer and media manufacturer. 7.4.2 Produce copies of project package.

APPENDIX 2
cont'd.

WORK BREAKDOWN STRUCT

COMPONENTS (OBJECTIVES)	ACTIVITIES	TASKS
	7.5 Revise training methods for national and regional workshops. (APGA, NCRVE)	7.5.1 Determine training methods that need modification.
		7.5.2 Develop new training methods.
		7.5.3 Communicate new training method information and materials to national trainers.
8. To conduct national workshop.	8.1 Select national trainers. (APGA)	8.1.1 Develop selection criteria.
		8.1.2 Select tentative list of potential national trainers.
		8.1.3 Sponsor review of potential list of national trainers.
		8.1.4 Contact selected trainers.
		8.1.5 Gain national trainer commitment to total project involvement.
	8.2 Plan for national workshop. (APGA)	8.2.1 Specify workshop objectives.
		8.2.2 Prepare workshop agenda.
		8.2.3 Select dates for workshop.
		8.2.4 Prepare arrangements for workshop.

APPENDIX 2
cont'd.

WORK BREAKDOWN STRUCTURE

COMPONENTS (OBJECTIVES)	ACTIVITIES	TASKS
		8.2.5 Prepare project materials for workshop.
	8.3 Conduct national workshop. (APGA)	8.3.1 Conduct presentations and other learning activities. 8.3.2 Monitor effectiveness of workshop.
	8.4 Evaluate workshops. (AVA)	8.4.1 Administer pre/post workshop test. 8.4.2 Analyze and organize workshop evaluation data. 8.4.3 Develop workshop evaluation report.
	8.5 Prepare regional and state workshop. (APGA)	8.5.1 Modify methods and materials, if needed, for regional workshop. 8.5.2 Develop individual/team roles and responsibilities/assignments and specifications for regional and state workshops. 8.5.3 Gain commitment of trainer's responsibility for regional and state workshop.

APPENDIX 2
cont'd.

WORK BREAKDOWN STRUCTURE

COMPONENTS (OBJECTIVES)	ACTIVITIES	TASKS
9. To conduct four regional workshops.	9.1 Select regional trainers (16 each). (APGA)	9.1.1 Develop criteria for regional trainer selection.
		9.1.2 Develop tentative list of regional trainers.
		9.1.3 Submit list for sponsor review.
		9.1.4 Contact and gain commitment of 16 regional trainers.
	9.2 Plan regional workshops. (APGA)	9.2.1 Develop dates and locations for regional workshops.
		9.2.2 Develop project staff responsibility for regional workshop.
		9.2.3 Prepare setting and complete trainer/trainee workshop arrangements.
	9.3 Conduct regional workshops. (APGA)	9.3.1 Present workshop materials to trainees.
		9.3.2 Monitor effectiveness of workshop.
	9.4 Evaluate workshops. (AVA)	9.4.1 Administer pre/post workshop evaluation instruments.

APPENDIX 2
cont'd.

WORK BREAKDOWN STRUCTURE

COMPONENTS (OBJECTIVES)	ACTIVITIES	TASKS
		9.4.2 Collect, analyze and organize workshop evaluation data.
		9.4.3 Prepare workshop evaluation report.
	9.5 Prepare state level workshop assignments and schedule. (APGA)	9.5.1 Complete workshop personnel, state, location, and time plans.
		9.5.2 Finalize trainer roles and responsibilities for state workshops.
10. To conduct state level workshops.	10.1 Select state level trainer teams. (APGA)	10.1.1 Develop state level trainer selection criteria.
		10.1.2 Select tentative persons for state level training teams.
		10.1.3 Submit tentative list to sponsor for approval.
		10.1.4 Contact and gain commitment of state level trainers.
	10.2 Plan state level workshops. (APGA)	10.2.1 Select site coordinators.
		10.2.2 Finalize on date, time, location for workshop.

APPENDIX 2
cont'd.

WORK BREAKDOWN STRUCTURE

COMPONENTS (OBJECTIVES)	ACTIVITIES	TASKS
		10.2.3 Arrange for training and trainee facilities.
		10.2.4 Set up each workshop setting for conduct of training.
	10.3 Conduct state level workshops. (APGA)	10.3.1 Present project materials.
		10.3.2 Monitor workshop effectiveness.
	10.4 Evaluate state level workshops. (AVA)	10.4.1 Administer pre/post test.
		10.4.2 Collect, analyze, and organize workshop evaluation data.
		10.4.3 Prepare total state workshop evaluation report.
11. To conduct a national dissemination workshop.	11.1 Develop initial dissemination conference plan. (NCRVE)	11.1.1 Prepare initial draft of national dissemination conference plan.
		11.1.2 Prepare tentative list of possible participants.
	11.2 Sponsor review of conference plan. (NCRVE)	11.2.1 Submit conference plan tentative participant list to sponsor.
		11.2.2 Prepare necessary modifications.

APPENDIX 2

cont'd.

WORK BREAKDOWN STRUCTURE

COMPONENTS (OBJECTIVES)	ACTIVITIES	TASKS
		11.2.3 Gain plan approval.
	11.3 Select and invite conference participants. (AVA, NCRVE)	11.3.1 Develop participant selection criteria.
		11.3.2 Complete final list of conference participants.
		11.3.3 Invite selected participants.
	11.4 Conduct national conference. (AVA, NCRVE)	11.4.1 Prepare materials, facilities, arrangements for conference.
		11.4.2 Present national conference.
		11.4.3 Monitor conference effectiveness.
	11.5 Evaluate national conference. (AVA)	11.5.1 Administer conference evaluation.
		11.5.2 Seek future dissemination recommendations.
		11.5.3 Analyze and organize conference evaluation data and future recommendations.
		11.5.4 Prepare national conference report.

APPENDIX 2
cont'd.

WORK BREAKDOWN STRUCTURE

COMPONENTS (OBJECTIVES)	ACTIVITIES	TASKS
12. To evaluate effectiveness of project processes and products.	12.1 Design evaluation instruments. (AVA)	12.1.1 Develop instruments to assess effectiveness of handbook and support materials. 12.1.2 Develop pre/post tests for training workshops.
	12.2 Obtain clearance for evaluation instruments from National Center for Research in Vocational Education Protection of Human Subjects Committees. (AVA)	12.2.1 Submit instruments to Protection of Human Subjects Committees for review. 12.2.2 Obtain appropriate clearances.
	12.3 Evaluate effectiveness of project processes and products. (AVA)	12.3.1 Assess effectiveness of handbook and support materials.

APPENDIX 2
cont'd.

WORK BREAKDOWN STRUCTURE

COMPONENTS (OBJECTIVES)	ACTIVITIES	TASKS
	12.4 Prepare evaluation summaries. (AVA)	12.4.1 Compile evaluation results.
		12.4.2 Summarize findings.
		12.4.3 Revise project where appropriate.
		12.4.4 Prepare recommendations.
13. To utilize national advisors, consultants.	13.1 Organize and conduct National Advisory Committee meetings. (NCRVE, AVA, APGA)	13.1.1 Develop criteria for committee member selection.
		13.1.2 Select initial list of members.
		13.1.3 Submit initial list for sponsor review and approval.
		13.1.4 Invite advisors.
		13.1.5 Convene at least three National Advisory meetings.
	13.2 Organize Project Steering Committee. (NCRVE)	13.2.1 Finalize make-up of Project Steering Committee.
		13.2.2 Conduct Steering Committee meetings (once every 2-3 months).

APPENDIX 2
cont'd.

WORK BREAKDOWN STRUCTURE

COMPONENTS (OBJECTIVES)	ACTIVITIES	TASKS
		13.2.3 Utilize consultants on a need basis.
14. To prepare quarterly, annual, and final reports for USOE.	14.1 Develop and submit quarterly and annual reports. (NCRVE)	14.1.1 Prepare, in consortium, four quarterly reports and submit to sponsor. 14.1.2 Prepare, in consortium, one annual report and submit to sponsor. 14.1.3 Have reports reviewed by consortium agency.
	14.2 Develop and submit final report. (NCRVE)	14.2.1 Prepare, in consortium, final report. 14.2.2 Consortium review of final report. 14.2.3 Submit to USOE final report.

APPENDIX 3

Competency Literature Sources

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APPENDIX 4

CRITERIA FOR COMPETENCY STATEMENTS

1. Set of Competency Statements

   The entire set of competencies should

   - Be comprehensive in nature, that is, reflect all competencies needed working by an effective career development change agent working in the competency area.
   - Reflect three domains (cognitive/knowledge, affective/attitude, and psychomotor/performance skill)

2. Individual Competency Statements

   Each individual competency statement should

   - Identify the specific behavior to be performed (omit evaluative components).
   - Begin with a verb that describes an observable action.
   - Be applicable to a wide variety of settings (schools, probation programs, drug counseling centers, senior citizen programs, etc.)
   - Be geared toward a change agent who has received project workshop training and who is faced with the task of setting up (or pulling together fragments of) a comprehensive career development program in his/her home setting. Imagine that s/he has to do a credible job of getting a total program off the ground and will thus need at least a working knowledge of all that needs to happen, even if s/he has to hire experts to actually carry out many of the technical details. S/He will learn on the job and add the more sophisticated refinements later.
   - Fall within the range of 10 to 30 words in length unless exceptions are warranted.

APPENDIX 4

PROCEDURE FOR DEVELOPING DRAFT OF COMPETENCY STATEMENTS

1. Choose a competency area from the project model in which you have some background or interest, e.g., ASSESSING NEEDS.

2. Think about the area in its broadest sense, and list the key tasks that a career development change agent must accomplish (or have accomplished) within the area. Feel free to draw upon your own professional background and consult appropriate reference materials.

   Examples of tasks within ASSESSING NEEDS:

   - Stating an explicit rationale for assessing needs as the basis for program planning
   - Describing several methods of assessing needs and selecting the most appropriate for his/her setting
   - Developing a plan for implementing a needs assessment that complements other similar efforts within the organization and community
   - Organizing a steering committee to assist with the needs assessment
   - Identifying (tentative or actual) program goals in order to determine what to assess
   - Identifying overarching developmental needs of youth and adults within the contemporary society
   - Identifying the geographical area(s) in which the assessment will be conducted, target populations, and the range of needs to be assessed
   - Obtaining necessary approvals and clearances for conducting the study
   - Soliciting assistance of staff and other interested and qualified individuals,i the community, assigning tasks, and setting a timeline
   - Selecting or developing appropriate needs assessment instruments and accompanyi documents

3. Look over contents of the envelope containing statements in this area from the literature search, and add any tasks you may have overlooked to your list, e.g.,

   - Communicate purposes and logistics of study to appropriate audiences
   - Administer survey instruments
   - Tabulate and summarize survey data

4. Review your task list with the project director.

5. Make appropriate modifications in the list.

6. Review sheet, Criteria for Competency Statements.

7. Using the envelope as a resource where necessary, convert each major task into a specific competency statement, e.g.,

   The career development change agent will (be able to) organize a steering committee to assist with the needs assessment.

8. Share competency statements with project director for any final clarifications.

APPENDIX 5

Competency Area 1 - IDENTIFYING AND PLANNING NEEDED CHANGE:

Deciding what, if anything needs to be done differently in a setting and outlining steps to incorporate these changes.

A. Develop a rationale for and express a commitment to implementing a particular change (development of a comprehensive career guidance program) in his or her home setting.

B. Describe the general stages of change through which his or her home setting and the individuals within it are likely to go through when they adopt or reject the proposed change.

C. Identify the features of a comprehensive career guidance program that will be most easily adopted and those that might cause controversy or difficulty.

D. Describe several change strategies that would be appropriate for implementing the change in his or her organization, weigh the merits of each, and select the most appropriate for implementation.

E. Identify the appropriate entry points for pilot testing the selected change strategies, and describe in sequence the steps he or she will follow in testing each.

F. Identify steps that he or she would take in the event that a proposed change is turned down by the administration of the home setting.

Competency Area 2 - BUILDING A PROGRAM DEVELOPMENT TEAM:

Identifying, organizing, and gaining the commitment of a core group or organization and community individuals who will be involved in developing the career guidance program.

A. Describe the advantages and disadvantages of team efforts, and state a strong rationale for utilizing a team in the guidance program development and implementation process.

B. Select members of a program development team who are committed to a comprehensive career guidance program, reflect appropriate backgrounds and strengths, and have strong potential to work collaboratively.

C. Conduct an initial teambuilding session that incorporates openness, trust, collaborative goalsetting and decision making, constructive confrontation, negotiation, positive reinforcement, modeling, and feedback.

D. Write, in cooperation with team members, an action plan that includes the team's rationale, goals, objectives, general approach, implementation tasks, roles and responsibilities, skills and backgrounds needed, timeline, and budget.

E. Develop and systematically use mechanisms for ongoing communication among team members such as meetings, memos, telephone chains, task forces, and newsletters, and for team communication with outside audiences.

F. Identify, select, and implement strategies to support ongoing team enthusiasm and cohesiveness such as public recognition and social and recreational activities.

Competency Area 3

SELECTING PROGRAM'S CAREER DEVELOPMENT THEORY:

Choosing a career development (and decision making) theory on which the career guidance program will be based.

A. Describe the advantages of using a theory of career development and career choice as the basis of his or her career guidance program.

B. Explain the key features such as philosophy, assumptions, propositions, and hypotheses of several theories of career development and choice.

C. Select, using previously defined criteria, an underlying theory for his or her career guidance program by choosing from or adapting available alternatives to meet the needs of clients and his or her organization.

D. State the selected theory in clear terms, defining how its components provide the basis for each major area of his or her career guidance program.

E. Communicate the theory, its importance and rationale to team members and others who work within the program setting.

F. Apply the theory throughout all phases of the development and implementation of his or her program so that ongoing decisions are made on a clear and logical basis.

G. Evaluate the effectiveness of the theory, and revise it as necessary to provide a sound basis for his or her program.

Competency Area 4

SELECTING A PROGRAM PLANNING MODEL:

Choosing a theory-based, practical program development model that will promote the conceptual framework for the entire planning-supporting-implementing-operating-evaluating-cycle.

A. Describe alternative planning models currently in use such as goal-based versus goal-free planning, long-versus short-range planning, formal versus informal planning, and collaborative versus directive planning, and state the advantages and disadvantages of using each in his or her setting.

B. State the implications of choosing a planning model for the career development and career choice theory selected as the basis of his or her career guidance programs.

C. Adopt, adapt, or develop a planning model that will meet the needs of the clients of his or her program and will reflect its theory of career development and career choice.

D. Describe the contents of each component of the selected model, how the components interrelate, and ways of translating the model into action steps.

E. Evaluate the planning model in terms of practicality, clarity, long-term effects, and ease of implementation, and make appropriate modifications.

Competency Area 5

ASSIGNING ROLES AND RESPONSIBILITIES:

Delegating appropriate roles and specific responsibilities to program development team members for the complete cycle.

A. List the tasks and activities involved in initiating a comprehensive career guidance program, and determine the approximate time in person days to complete each.

B. Assess the strengths, weaknesses, current guidance roles, and present time commitments of members of his or her program development team, and describe the potential role(s) each member could successfully play in accomplishing program tasks.

C. Discuss the potential role assignments and the schedule with each team member, obtain his or her commitment to complete tasks, and assign definite roles and responsibilities.

D. Monitor each team member's handling of responsibilities, provide appropriate feedback on performance, and change assignments according to the needs of his or her program and its personnel.

Competency Area 6

DETERMINING STATUS AND NEEDS OF ENVIRONMENT AND CLIENTS:

Assessing desired outcomes, current status, and needs of program clients as well as assessing the environmental conditions that influence those needs.

A. Describe current methods of assessing career guidance needs, and select the most appropriate assessment methods for use in his or her setting.

B. Specify how and where the assessment will be conducted, appropriate target populations to be included, and the range of characteristics and needs to be assessed.

C. Solicit the assistance of staff and other interested and qualified individuals in the organization and the community, assign roles and responsibilities, and set a timeline for task completion.

D. Select, modify, or develop appropriate needs assessment instruments including questionnaires and interview schedules and any additional documents, such as instruction sheets, that will be required to use the instruments effectively.

E. Prepare a report on the results of the assessment, and communicate and interpret its contents to clients, professional personnel, clients' family members, and others in the community.

F. Analyze needs assessment findings in light of program goals and procedures, and develop specific modifications to be made based on apparent discrepancies.

Competency Area 7

SETTING PROGRAM GOALS:

Analyzing needs and priorities and stating program goals related to them.

A. Define a program goal and state examples of goals that others have set in comparable career guidance programs.

B. Describe the goals of his or her organization as a whole, and indicate how these goals will affect the potential goals of the new or modified career guidance program.

C. Identify all audiences that should have input in setting goals for the new career guidance program, and design a strategy to obtain their input.

D. Identify several short-and long-range goals for his or her program, prioritize these goals using predetermined criteria, and gain administrative support for the selected goals.

E. Communicate the career guidance program goals to various groups in the community, and solicit their reactions and suggestions for improvement.

Competency Area 8

SPECIFYING PROGRAM OBJECTIVES:

Stating program objectives in terms of outcomes that clients are expected to achieve.

A. Develop a rationale for and express a commitment to writing program objectives in terms of expected client outcomes.

B. Translate overall program goals into performance objectives that specify the target audience and conditions for training, testing, or real-life performance, describe how desired outcomes will be measured, and state evaluative standards of performance.

C. Distinguish between acceptable and unacceptable performance objectives, determine the problems of each unacceptable objective, and revise each accordingly.

D. Arrange the program objectives in a prioritized sequenced list that reflects the developmental needs of the program's target population(s), and relate the program's objectives to those of other programs designed to assist the target population(s).

Competency Area 9

SELECTING IMPLEMENTATION STRATEGIES AND WRITING PROGRAM PROCESS OBJECTIVES:

Choosing direct (focusing on clients) and indirect (focusing on the system) implementation activities appropriate for priority client objectives and writing process objectives that specify the activities to be conducted to meet the objectives.

A. Describe several strategies and activities including direct and indirect career guidance interventions that can be used by program implementors to help clients achieve their objectives.

B. Develop criteria for implementation strategies, apply decision-making rules to weigh alternatives, and select appropriate strategies and activities to help clients meet each objective.

C. Determine the strategies and activities currently in use in the setting, who is using them, and the possibility of expanding their use for additional clients.

D. Translate the selected strategies into written process objectives that describe exactly what program implementers will do to ensure that clients achieve their objectives.

Competency Area 10

UTILIZING LEGISLATION:

Deriving guidelines from existing legislation, regulations, and other public policy as well as influencing pending and future legislation to improve career guidance programs.

A. Identify and involve all individuals and groups, including supporters and opponents, individual lawmakers, their staffs, and lawmaking bodies such as Congress and state legislatures, that should have input into the organization's legislative activities, organize groups as needed, and obtain consensus and commitments from participants at each stage of the activities.

B. Read and analyze federal, state, and local laws, regulations, and policy guidelines in which provisions affecting career guidance are located, and state the implications of these provisions for practitioners and target populations of the career guidance program.

C. Develop written materials such as concept papers, draft bills, briefing sheets, letters, and mailgrams, and prepare and deliver oral presentations such as briefing sessions and testimony that are clear, concise, persuasive, based on solid facts rather than emotions, and follow proper format of the intended audience(s).

D. Monitor and describe exactly what is happening to his or her legislative activities at each stage of the legislative process, and describe what remains to be done to ensure that goals are met.

E. Determine the correct timing and amount of support or opposition to solicit from colleagues and others to influence lawmakers or their staffs, contact and brief individuals who can provide this support or opposition, and suggest alternatives for them to use.

G. Describe the formal and informal process to be followed in seeking recourse if noncompliance with laws, regulations, or policy guidelines occurs, including the individuals to be contacted, the steps to be followed in presenting cases, and the documentation that is necessary.

Competency Area 11

ASSESSING AVAILABLE RESOURCES:

Identifying, listing, and assessing organization- and community-based human, technical, material, and fiscal resources available for the program.

A. Describe several major potential human, technical, material, and fiscal resources in the organization and community that could be of use to the career guidance program such as resource persons, educational and employment opportunities, placement and referral sources, instructional materials and equipment, funding sources, legislation and statutes, government plans and reports, literature, and information retrieval systems.

B. List for each set of related program objectives the types of resources that will be required to help clients achieve those objectives,

C. Specify criteria for potential resources such as availability, direct and indirect costs, support assistance required, legal constraints, and usefulness for meeting clients' career development needs.

D. Develop a data collection process and instruments for surveying and intentorying potential resources, and produce a file or inventory list of all resources currently available to the career guidance program.

E. Develop a plan for subsequent, periodic assessment of resources to update the current file or inventory. and outline strategies for assuring that resource assessment proceudres are continuosly updated.

Competency Area 12

SELECTING AND ORGANIZING AVAILABLE RESOURCES:

Choosing from the available human and nonhuman resources those that are appropriate for priority client objectives and selected program activities and making arrangements for their use.

A. Select according to specific criteria a wide variety of human, technical, material, and fiscal resources for use in his or her program.

B. Analyze each resource that is procured to be certain it meets criteria and is ready for program activities.

C. Develop a file or inventory list that specifies types of resources, purpose(s), availability restrictions, contact persons, special considerations for use, and relationships to program components.

Competency Area 13

DEVELOPING NEW RESOURCES:

Developing or adapting additional resources where existing resources are not appropriate for the program.

A. Determine the resources needed by his or her program that are not currently available and in use, and specify the criteria that must be met by any new resources that are procured.

B. Identify features of the program that will appeal to potential resource providers, including ways that the providers might benefit from participation in the program.

C. Contact potential resource providers to acquaint them with the program and its needs, suggest tentative ways they can contribute resources, and obtain commitments to provide resources.

D. Devise methods by which procured resources can be adopted unchanged or adapted to meet the specific needs of the clients of his or her program.

E. Prepare original resources for his or her program where none exist or where adaptation of existing resources is not feasible or desirable.

Competency Area 14

EXPANDING COMMUNITY INVOLVEMENT:

Increasing the extent and nature of community participation in the program.

A. Describe the possible advantages and disadvantages of expanding community involvement in his or her program, and present a rationale for expanding certain areas of involvement in this particular setting.

B. Assess the current nature and extent of community involvement in his or her program, and determine areas for improvement and expansion.

C. Identify key career guidance efforts in the community, determine similarities and differences among them and describe ways in which his or her career guidance program can articulate with, complement, and enhance all or some of them.

D. Develop an action plan for expanding community involvement in the program that includes a rationale, goals, objectives, implementation tasks, staff, roles and responsibilities, timeline, budget, and an evaluation component.

E. Prepare and distribute materials that interpret the goals of the career guidance program to potential clients, parents, other family members, employers, agency representatives, representatives of local government, and other community members and groups.

F. Evaluate the process used to expand community involvement, and make recommendations to improve future effort at involving others.

Competency Area 15

DEVELOPING STAFF:

Assessing staff members' needs and competencies related to program development and providing appropriate learning activities for them.

A. Determine the competencies need by the staff members to implement a comprehensive career guidance program.

B. Determine competencies that staff members have not yet acquired by administering needs assessment interviews and written instruments, reviewing organizational goals plans, and staff records, and making personal observations.

C. Identify several alternative modes and sources of staff development, describe the advantages and disadvantages of using each in his or her setting, and select appropriate ones for staff of his or her program.

D. Develop a detailed plan for a staff development session that includes needs of participants, competencies to be addressed, date and time of session, general content, goals, objectives, learning activities, references, equipment and materials, and evaluation procedures.

E. Describe the steps to be followed in assisting a staff member to design and implement an individualized professional development plan for him- or herself.

F. Evaluate the program's staff development effort in terms of participants' progress and the impact of the effort upon the organization, and make appropriate modifications.

Competency Area 16

WRITING PROPOSALS AND ACCEPTING CONTRACTS:

Planning and developing proposals to finance elements of existing or future programs through public, private, local, state, and federal sources.

A. Maintain through personal visits, mail, and phone contacts a current file of possible sources of support (and the requirements of each) for initiating and improving the career guidance program.

B. Develop a clear rationale that outlines the importance of the problems to be addressed by the career guidance program and the goals that could be achieved by the program.

C. Select funding source for a proposal that is most likely to provide support for all or part of the career guidance program.

D. Write, circulate for reactions, and revise a summary outline of the proposal that includes at least the problem(s), the general approach, the major tasks, and the possible contribution of the program.

E. Draft a preliminary budget of the proposed program so that decisions can be made regarding the scope of the project.

F. Produce, according to a schedule, a first draft of each section of the proposal that is consistent with the guidelines of the funding source, submit the draft to qualified reviewers, and make necessary revisions.

Competency Area 17

IMPLEMENTING INDIVIDUAL AND GROUP COUNSELING:

Ensuring that individual and group counseling services are conducted for clients by others and/or personnally providing such services.

A. Define the major features (including a rationale) of his or her personal approach to counseling, and describe how it relates to /significant/ theories of individual and group counseling.

B. Explain the appropriate uses, values, and limitations of individual and group counseling in meeting clients' career guidance needs and relate counseling to other services provided by the comprehensive career guidance program.

C. Apply recognized guidelines and criteria in forming different types of counseling groups, selecting participants, orienting them to the group, and conducting group sessions.

D. Counsel clients using at appropriate times professionally accepted processes such as establishing rapport, building trust, setting goals, listening actively, and maintaining objectivity.

E. Refer clients to other persons or services as needed based upon recognized personal and professional limitations as a counselor.

F. Evaluate his or her own performance and the performance of the client or the group in terms of both the counseling process and the outcomes of the session, and make recommendations for changes.

Competency Area 18

IMPLEMENTING TUTORING FOR CAREER DEVELOPMENT:

Ensuring that individualized instructional (tutoring) services are provided by others and/or personnaly conducting them.

A. Determine through the use of needs assessment techniques which clients are in need of individualized tutoring for career planning, decision making, and preparation.

B. Obtain support for tutoring activities, make physical arrangements, recruit and train tutors, and set up a process for scheduling tutoring sessions.

C. Describe in detail the content to be taught to clients through tutoring, such as potential life career roles, channels of entry into various careers, steps to follow in career decision making, strategies for career exploration, preparation, and placement, job interview techniques, and sources of career information.

D. Plan and conduct a tutoring session that is based on the client's previously indentified needs and that uses systematic instructional procedures and feedback for the client's responses.

E. Coordinate and monitor tutoring activities, and resolve any issues or problems that occur.

F. Evaluate his or her performance as a tutor through assessing client progress and modify tutoring activities based on evaluation findings.

Competency Area 19

IMPLEMENTING COMPUTER-ASSISTED GUIDANCE:

Ensuring that computer-assisted guidance is provided by others and/or personally providing service.

A. Describe the general types of computer applications to career guidance that have been developed and the kinds of client needs that each type of application is designed to meet.

B. Determine in cooperation with others the percentage and specific functions of his or her career guidance program that should be committed to a machine, and the number of potential machine capabilities the program wants or can afford to use.

C. Compare the advantages and disadvantages of available computerized career guidance systems of the type desired in areas such as cost, hardware and software features, availability, adaptability, implementation and maintenance requirements, and potenetial benefits.

D. Explain the capabilities and use of the selected computerized career guidance system to individuals or groups of clients, monitor clients' interactions with the computer, and suggest necessary changes in either the system or the clients' behavior.

Competency Area 20

IMPLEMENTING CURRICULUM-BASED GUIDANCE:

Ensuring that guidance concepts are integrated in the the curriculum by others and/or personally incorporating guidance curriculum in own instruction.

A. Describe how the career development and career choice theory underlying the career guidance program can be implemented within a total guidance curriculum.

B. Obtain, either by adopting, adapting, or developing, career guidance curriculum materials that include goals, objectives, instructional content, learning activities, and assessment measures.

C. Describe the advantages and disadvantages of the infusion approach (linking guidance concepts and activities to subject matter in existing courses), the unit approach (adding separate guidance curriculum units or courses to the existing program), or a combination of the two, and select the appropriate approach(es) for his or her program.

D. Identify feasible organizational patterns for instruction such as large- and small-group instruction, co-curricular activities, learning/interest self-instruction, weigh the merits and drawbacks of each, and select those most useful for his or her program.

E. Develop mechanisms such as staff development sessions and newsletters for acquainting staff with techniques of incorporating the guidance curriculum in their activities.

Competency Area 21

IMPLEMENTING PLACEMENT AND REFERRAL:

Ensuring that clients are placed or referred to appropriate individuals or organizations by others and/or personally placing or referring clients.

A. Develop a rationale for and express a commitment to including a client placement and referral component in his or her career guidance program, and obtain administrative support for such activities.

B. Survey potential placement and referral resources in the organization and the community to determine employment, educational, and other placement opportunities for clients, and select the most beneficial resources.

C. Collect, synthesize, and interpret appropriate assessment data to determine clients' needs for placement and referral.

D. Design an up-to-date record-keeping system that contains information on placement and referral resources, as well as information on clients' needs, interests, experiences, abilities.

E. Establish and maintain a close working relationship with each placement and referral resource to monitor clients' progress and to assess the effectiveness of the resource.

F. Apply appropriate methods to sensitize staff, clients, and clients' family members to behaviors that indicate possible need for referral to another individual or agency.

G. Develop strategies to enhance clients' self-placement competencies, such as ongoing development and maintenance of personal experience and credential file.

Competency Area 22

IMPLEMENTING FOLLOW-THROUGH:

Ensuring that follow-through assistance for clients is provided by others and/or personally presenting it.

A. Describe several strategies for following-through on clients' progress such as periodic counseling interviews with a client after he or she has left the program, and written or oral communications with clients and the employer, family members, teachers of clients, or with placement agency representatives.

B. Discuss follow-through options with a client prior to his or her leaving the program, select option(s) that will best meet the client's and program's needs and obtain a commitment from the client staff to cooperate in follow-through efforts.

C. Record information gathered during follow-through efforts, and integrate these findings into such program components as curriculum development, counseling, and follow-up activities.

D. Evaluate the follow-through efforts in terms of their effect on clients' progress and the benefits to the organization, and make recommendations for changes in future follow-through efforts.

Competency Area 23

IMPLEMENTING CAREER RESOURCE CENTERS:

Ensuring that career resource center(s) are set up and run by others and/or personally setting up the service(s).

A. Determine whether a significant number of the highest priority career guidance needs of clients can best be met by providing the services of a career resource center.

B. State goals and objectives for the career resource center that include developing self-awareness as well as providing information concerning the labor market and the educational and training requirements of various occupations.

C. Prepare a detailed plan for establishing a career resource center that states the center's rationale, goals and objectives, activities to be conducted, individuals responsible for each activity, equipment and materials needed, floor plan, timeline for conducting activities, evaluation component, and budget.

D. Identify the resources necessary to provide the services of the career resource center, collect and evaluate available resources, and acquire or develop additional resources.

E. Implement various career-guidance-related activities within the career resource center such as assessement, guidance and counseling, work experience, placement and referral, tutoring, follow-through and follow-up services.

F. Evaluate the process used to plan and implement the career resource center, and judge the center's effectiveness.

Competency Area 24

IMPLEMENTING HOME-BASED CAREER GUIDANCE:

Ensuring that home-based career guidance is provided for clients by others and/or personally providing this service.

A. Analyze his or her own career development thus far including crucial decision points in the past, criteria used to make career decisions, positive and negative career experiences, knowledge and skills gained, and future career options, and describe these to other family member(s)

B. Select and plan a series of career guidance activities that would be appropriate for families, such as trips to educational programs and work places and games and contests related to careers.

C. Identify and describe strategies for using resources available in the home and community for home-based career guidance, such as television, family photo albums, public libraries, films, and speakers.

D. Plan and conduct a discussion with one family member on a career-related topic such as values, his or her abilities and interests, or options for careers.

E. Prepare guidelines for family group discussions related to career guidance, such as the career patterns of family members, relatives, and friends, the merits of various educational and training programs, and economic and other factors to consider in choosing a career.

Competency Area 25

PROVIDING CONSULTATION:

Conferring with staff in the institution, individuals in the community, or persons in the home to ensure that clients' needs are being met.

A. Select the target groups such as program staff, other organizational staff, community representatives, personnel from other organizations, clients, and clients' family members who will receive consultation, and determine which of their needs will be addressed.

B. Select appropriate consultation strategies such as conducting case conferences, presenting training workshops, leading parent groups, interviewing individuals, and initiating community groups, and outline the competencies needed to implement each strategy.

C. Select qualified staff members to provide consultations, and train them in any competencies they lack to implement the chosen strategies.

D. Identify and implement the most appropriate follow-through and follow-up strategies to maintain effective relationships with consultees and to reinforce changes they make in their behaviors and attitudes.

E. Evaluate the process and impact of consultations, especially in terms of any changes made by consultees, and identify improvements needed in subsequent consultation activities.

Competency Area 26

PROVIDING CLIENT ADVOCACY:

Representing clients or speaking or writing on their behalf before various audiences.

A. Define the problem from the client's point of view, identify desired outcome(s) and range of options available to the client, and develop advocacy strategies that are as compatible with the needs of the system and its service providers as possible.

B. For each situation, determine whether he or she is the appropriate advocate or whether the efforts of someone else, including the client, would be more likely to help reach the goal or solve the problem, and make referrals where approriate.

C. Describe in detail the system to be faced including backgrounds of participants who are likely to be supporters or nonsupporters of the advocacy effort, those who have the power and authority to make decisions, its formal and informal rules and procedures, potential loopholes and exceptions to rules, and the jargon used by its participants.

D. Identify active supporters of the advocacy effort such as colleagues in his or her own organization and other settings, community members, and former clients, outline ways that each can help achieve the goals of the advocacy effort, and determine ways of reciprocating with assistance to those providing support.

E. Translate the emotional appeals of clients and their supporters into the language and frame of reference of the target(s) of the advocacy effort, and use logical, convincing arguments based on the possible desirable results of the action advocated such as increased benefits or reduced costs.

F. Apply strategies such as cooperation, confrontation, negotiation, and compromise to achieve the goals of individual clients and still maintain satisfactory working relationships with nonsupporters, and apply strategies such as lobbying for legislation and initiating class action proceedings to benefit entire groups of clients with similar needs and goals.

G. Identify ways clients can become advocates for themselves, and to help ensure their success, provide them with training in such areas as setting specific objectives, developing assertiveness, and improving public speaking.

Competency Area 27

ENSURING EQUITY FOR PROGRAM CLIENTS:

Providing a nonstereotyped atmosphere and equitable career development opportunities for all clients.

A. Identify sterotypes such as those related to sex, race, ethinic group, age, and handicap in his or her own behaviors and attitudes as well as those of others.

B. Identify federal, state, and local laws and guidelines that require equity for program clients, and identify available resources to bring his or her program in compliance.

C. Select criteria that must be met by an equitable, sterotype-free program, and assess the current status of his or her career guidance program to determine aspects that must be modified.

D. Plan and conduct staff development activities to sensitize staff and others to stereotyped and nonstereotyped attitudes, behaviors, materials, and procedures and ways of ensuring equity for program clients.

Competency Area 28

COORDINATING RESOURCES:

Maintaining an efficient integration of institutional and community resources so that they are not duplicated unnecessarily.

A. Develop a rationale for coordinating all human, material, technical, and fiscal resources affecting the career guidance program in order to maximize what is available and prevent unnecessary duplication.

B. Update the program's resource file or inventory list on a regular basis through ongoing contacts with resource providers and users.

C. Design and implement a communication system which includes printed media, workshops, and personal consultations to keep resource users informed of available resources, and which informs human resources of their own roles and interdependencies.

D. Design a system to control resource use, assess their value, and provide replacements, repairs, or modifications as needed.

E. Monitor expenditures for resources, and prepare necessary accountability records and reports.

Competency Area 29

CONDUCTING PUBLIC RELATIONS:

Acquainting pertinent audiences with the various features, needs, and accomplishments of the program in order to gain and maintain support for the program.

A. Develop objectives for his or her public relations effort that state observable outcomes, the conditions for realizing the outcomes, how they will be measured, and the criterion level for attaining them, and obtain administrative support for accomplishing the objectives.

B. Develop a plan for an ongoing public relations effort that states a rationale, goals and objectives, tasks and activities, roles and responsibilities of staff and others, a timeline, evaluation component, and budget.

C. Identify the resources necessary to conduct his or her public relations effort, collect and evaluate available resources, acquire additional resources, or choose alternative implementation strategies that do not require additional resources.

D. Specify his or her program's public relations audiences, and develop rapport and communication links by making personal contacts with influential representatives of each group.

E. Specify the public relations content to be communicated to each audience, and develop appropriate mechanisms such as audiovisual presentations and printed media for relaying this content.

Comptency Area 30

CONDUCTING FOLLOW-UP:

Using various data collection activities to collect information on program leavers in order to evaluate the program's efficiency and effectiveness and to modify or terminate the program accordingly.

A. Describe how follow-up activities relate to a total program evaluation effort and to client assistance follow-through activities, and develop a rationale for and express a commitment to including follow-up activities as part of the program.

B. Describe several methods of collecting follow-up information including mail and telephone surveys of program clients, employers, parents, and others, and on-site visits; determine advantages and disadvantages of each method; and select the most appropriate follow-up methods for the career guidance program.

C. Develop a plan for conducting follow-up activities that includes a rationale, goals and objectives, major tasks, roles and responsibilities of staff, timeline, evaluation component, and budget.

D. Develop instruments for collecting follow-up data, pilot test them on a sample of program participant, and revise the instruments for future follow-up efforts.

E. Interpret and summarize data collected from follow-up studies, and present information to various audiences such as program administrators, counselors, employers, planners, clients' family members, and others.

Competency Area 31

CONDUCTING RESEARCH:

Identifying research problems that emerge in the program, the organization, and the community, and conducting studies to resolve these problems.

A. Outline the nature, extent, and significance of one or more career guidance problems amenable to research, and select one for investigation.

B. Conduct and report a literature review that interprets available research findings and theoretical statements related to important aspects of the career guidance research problem.

C. Select a set of prioritized research questions and related questions and related testable hypotheses that can be used to create the design of a research study.

D. Select a research design such as experimental, historical, survey, or descriptive that is appropriate for the prioritized research questions and hypotheses and that specifies the independent and dependent variables.

E. Produce outlines of interactive and unobtrusive data collection methods and copies of pilot-tested and revised data collection instruments that are appropriate for the selected research design.

F. Summarize the results of the research study including the strenghts and limitations of the findings and prepare a set of conclusions, implications, and recommendations based on them.

Competency Area 32

ADHERING TO ETHICAL AND LEGAL STANDARDS:

Identifying personal ethics and professionally recognized ethical standards, laws, and policies and incorporating these into daily professional work.

A. Define his or her own values and ethical standards, and describe how these affect his or her personal and professional behaviors.

B. Apply professionally recognized codes of ethics to his or her professional behavior in responding to acts of clients, problems involving parents, other family members, the public, staff, and consultants, and issues regarding confidential records, referrals, and testing.

C. Confront and provide suggestions to colleagues and clients who are not exhibiting ethical behavior in such a way that positive modifications in their behavior are likely to occur.

D. Describe key federal, state, and local laws, regulations, administrative policies and guidelines, and apply these in his or her professional work.

E. Describe steps that can be taken to change federal, state, and local laws, regulations, and administrative policies and guidelines when any of these are in conflict with ethical standards.

Competency Area 33

PILOT TESTING IMPLEMENTATION STRATEGIES:

Trying out selected activities in small-scale pilot tests, monitoring the results, and modifying the activities accordingly.

A. Develop a rationale for and express a commitment to using an empirical approach of pilot testing or trying out certain implementation strategies on a limited scale before proceeding with full-scale implementation.

B. Identifying the implementation strategies for which pilot testing is most useful, and select high priority strategies to be tested.

C. Select site(s) and personnel to conduct the pilot test(s), and prepare an accurate estimate of time and cost.

D. Develop a plan for the pilot test(s) that includes rationale, goals, objectives, general approach, major tasks, roles and responsibilities, timeline, budget, and evaluation component.

E. Conduct the pilot test(s), and monitor processes and effects to maintain quality control of all aspects.

F. Evaluate the processes and outcomes of the pilot test(s), and make changes in strategies, materials, implementors, or objectives based on the results.

Competency Area 34

MAINTAINING ONGOING PROGRAMS:

Monitoring details of the program and making necessary modifications to ensure its quality.

A. Describe in detail each general program component of planning, supporting, implementing, operating, and evaluating, including its goals, activities, staffing, budget, concerns, and major accomplishments.

B. Assess the status of facilities, equipment, and materials used in his or her program on an ongoing basis, and suggest modifications necessary for program effectiveness.

C. Describe the essential characteristics of various recognized management systems such as Program Planning Budgeting System (PPBS), Program Evaluation Review Technique (PERT), and Management by Objectives (MBO), and select a management system(s) that is appropriate for program accountability in his or her setting.

D. Monitor all components of the program, providing ongoing verbal and material support to staff and clients, and make decisions to solve management problems as they occur.

Competency Area 35

CONTINUING PROFESSIONAL GROWTH:

Maintaining staff's and one's own professional growth, development, and commitment to career field through educational activities, professional writing, and participation in professional associations.

A. Assess his or her professional competencies, describe those areas of greatest and weakest competence, and use outside sources of information to validate this self-assessment.

B. Determine whether licensure, certification, or registration is necessary to practice in his or her career field and geographic area, describe applicable requirements and procedures, and list the steps he or she must complete to meet necessary requirements in order to continue in his or her present position or attain career mobility.

C. Prepare personal plans for short-term and lifelong professional development that include personal goals and objectives, activities, a timeline, and ways of assessing progress.

D. Describe how he or she will use available resources such as continuing education programs offered by local institutions, books, television programs, professional journals, audio tapes, and other resources to acquire new or improve existing competencies.

E. Write one or more professional article(s) for publication and participate in local, state, or national professional organizations in order to contribute to the growth of his or her profession.

Competency Area 36

SUPERVISING STAFF:

Motivating staff and volunteers, directing and supervising their activities, and resolving conflicts.

A. State his or her philosophy of supervision, and describe in general terms the supervisory style he or she is most comfortable using.

B. Describe the staff selection process including anticipating requirements for staff, recruiting, interviewing, evaluating past experience and credentials of applicants, and hiring.

C. Describe several methods to increase job satisfaction of staff including improving the work itself, improving interpersonal relationships, providing meaningful feedback, increasing participation in program decision making, increasing competency and automony, and providing physical comforts and advantages.

D. Identify conflicts among staff members and between staff and other individuals and groups when they arise, and select and implement methods to resolve these conflicts.

E. Evaluate performance of staff on a regular basis and describe ways to positively reinforce, reprimand, or dismiss staff members as necessary.

Competency Area 37

PROVIDING LOGISTICAL SUPPORT:

Ensuring that supplies, materials, transportation, and equipment is available for use by program participants and staff and keeping these resources in operating condition.

A. Assess the general logistical needs related to procurement, maintenance, and transportation of materials, equipment, facilities, and personnel of each component of his or her career guidance program.

B. Describe in detail the logistical requirements of each activity of his or her program, and explain how these requirements can be met with either existing support services or additional backup support.

C. Identify individuals or agencies that can make necessary repairs and adjustments in materials, equipment, and facilities, and describe procedures for obtaining their services.

D. Conduct periodic assessments of his or her program's logistical methods and resources, determine areas that need improvement, and develop corrective actions.

Competency Area 38

MAINTAINING AND PROCESSING INFORMATION:

Collecting, developing, and organizing the program's information flow to ensure two-way communication among all participants and to provide a data base of reserach and evaluation activities.

A. Assess the current information processing system in use in his or her career guidance program and the total organization in which it resides, and determine the requirements to ensure an efficient flow of information through all phases of the program and organization.

B. Develop a plan for a total system of information retrieval, processing, storage, and transmission for his or her career guidance program that includes a rationale, goals and objectives, major tasks, information flowchart, roles and responsibilities, timeline, evaluation procedures, and budget.

C. Gather information for implementing program tasks and activities, select appropriate ones for program goals and tasks, and develop additional sources to complete program tasks.

D. Locate slowdowns or breakdowns in the information processing system, and suggest or implement corrections as needed.

E. Evaluate the total information system in terms of its cost-effectiveness and ease of operation, and make recommendations for future improvements.

Competency Area 39

CONDUCTING FORMATIVE EVALUATION:

Evaluating program components on an outgoing basis in order to improve them so that they effectively meet client objectives.

A. Verify the relationship of the components of the activity to be assesed, including statements of goals, client performance objectives, and process objectives.

B. Select criteria for evaluation procedures and instruments and adapt, adopt, or create measures of the attainment of program process and performance objectives.

C. Apply the selected evaluation measures to assess the attainment of program process and performance objectives.

D. Evaluate the process used in the formative evaluation of the program to make necessary alterations in this process.

Competency Area 40

CONDUCTING SUMMATIVE EVALUATION:

Following-up and evaluating the overall impact or worth of a program in achieving its goals, and determining its cost efficiency.

A. Select or develop an appropriate evaluation design that includes a comparison standard for determining if gains made by the clients can be attributed to the program.

B. Select criteria for evaluation instruments, and select, adapt, or create appropriate evaluation instruments and strategies.

C. Administer the evaluation instruments according to the evaluation design, and analyze and display the evaluation data in a usable form.

Competency Area 41

COMMUNICATING EVALUATION RESULTS:

Reporting and disseminating the results of program evaluation activities to appropriate audiences.

A. Clarify the decisions to which evaluation data may contribute and the characteristics and needs of various audiences interested in the evaluation results.

B. Choose a content, format, and level of sophistication for the evaluation report or presentation that is appropriate to the characteristics of the target audience and their decision needs.

C. Outline the evaluation report or presentation in a simple, logical manner, and prepare a version of it using simple, direct language and clear, accurate data presentations.

D. Evaluate the quality of the evaluation report or presentation and the process used to communicate the evaluation findings in order to make appropriate changes in the future.

Competency Area 42

MAKING EVALUATION-BASED DECISIONS

Using evaluation results to make key administrative decisions about the program and its future direction.

A. Develop rules to be followed in making program decisions, and clarify decisions to which formative and summative evaluation data may contribute.

B. State the alternatives to be considered in making program decisions, use the decision-making rules and evaluation results to consider the various alternatives, and select the most beneficial alternatives for the program.

C. Develop mechanisms both to communicate program decisions and the rationale for them to appropriate audiences and to receive feedback on the impact of program decisions.

D. Evaluate program decisions and the process used to make them, and make appropriate modifications for future efforts.

APPENDIX 6

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
The Ohio State University · 1960 Kenny Road · Columbus, Ohio 43210
Tel (614) 486 3655 Cable CTVOCEDOSU/Columbus, Ohio

RESOURCE REQUEST
LETTER

As a result of a recent contract award from the U.S. Office of Education, Bureau of Occupational and Adult Education, the National Center for Research in Vocational Education is working on a number of efforts to facilitate improvement of comprehensive career guidance programs in accordance with relevant legislative provisions. The American Vocational Association and the American Personnel and Guidance Association are cooperating with the National Center on this contract. Project activities include identification and characterization of: significant legislation; the competencies required of guidance personnel to effectively plan, develop, implement, and evaluate a career guidance program; and selected available resources that assist guidance personnel in improving career guidance programming. The findings from these activities will be compiled into a training guide and used in training over 900 individuals on how to improve their career guidance programs.

Through our search for possible resources, we contacted numerous agencies in your state. Staff at one of these agencies nominated your project as one that has been involved in improving the capability of guidance personnel to conduct career guidance program development activities. Our search is for documents or descriptions of programs that can be used by local guidance personnel when planning, developing, implementing, or evaluating a career guidance program. The enclosed sheets describe the types of career guidance program development activities and consumer outcomes on which we are interested in receiving resources. If you have any products or program descriptions that relate to the described activities, we would appreciate your sharing them with us.

All materials we receive will be reviewed and categorized according to the guidance program development activity(ies) and competency(ies). Within our training materials an annoted description of the resource will be provided. Interested individuals would then be able to contact you or another appropriate source for further information and/or ordering.

For each product that you provide, we desire the following information to be provided on the enclosed form(s) -- availability (nationally, statewide, locally), cost figures, publication date, address from which materials can be obtained, program development activity(ies) and/or consumer outcomes to which resource relates, and name and address of contact person. If you are unable to send the requested information, please indicate so and why on the form. The enclosed prepaid envelope is for returning the form(s).

Thank you for assisting us in this effort to improve the professional development of guidance personnel across the country. If you have any questions, please contact me at (614) 486-3655.

Sincerely,

Harry N. Drier

Harry N. Drier
Project Director

HND/bb

Career Guidance Program Development Activities

The activities associated with program development can and have been categorized in different ways. For the purposes of this study, the activities have been divided into five major groupings--planning, supporting, implementing, operating, and accounting/evaluating. The following is a listing of suggested activities under each major heading to guide you in your thinking.

Planning

Identifying and building team: identifying and organizing institutional and community individuals who will be involved in developing the program and gaining their commitment.

Selecting theory: selecting a career development theory on which the program will be based.

Identifying planning model: identifying a theory-based, practical program development model.

Assigning team responsibilities: assigning roles and responsibilities to program development team members.

Assessing needs: assessing desired outcomes and current status of program participants and collecting information on system needs and constraints and environmental conditions.

Stating goals: reporting needs and priorities and stating related goals.

Specifying objectives: specifying program and consumer performance objectives.

Supporting

Utilizing legislation: deriving guidelines from existing legislation, regulations, and other public policy and impacting future legislation to improve programs.

Assessing resources: determining the institutional and community, human, technical and material, and financial resources are available for the program.

Selecting and organizing resources: selecting appropriate human and nonhuman resources and delegating roles and responsiblities for implementing the program.

Expanding community involvement: increasing the extent and nature of community participation in implementing the program.

Developing staff: assessing staff needs and providing appropriate learning activities for program implementation.

Developing resources: developing, adapting, or adopting non-human resources selected for program implementation.

Writing proposals: planning and developing proposals to finance through local, state, and federal sources elements of existing or future programs.

Implementing

Selecting alternative strategies: considering alternative direct and indirect implementation activities appropriate for the high priority consumer objectives. For example, direct interventions include individual and group counseling; tutoring; computer-assisted counseling; infusing guidance into the curriculum; providing placement and referral; providing follow-through support; informing consumers of career options and resources through such vehicles as career centers and mobile units; and providing home-based guidance. For example, indirect interventions include consulting with parents, staff, and community representatives; conducting consumer advocacy activities; working to remove sex, race, age, ethnic group, handicapped bias in school and community; coordinating institutional and community resources; providing public relations; conducting follow-up studies; designing and implementing institutional research; and experimenting to identify the most cost-effective strategies; participating in curriculum development and revision; developing and communicating future projections; and adhering to ethical principles and practices.

Specifying process objectives: writing process objectives to facilitate the management and evaluation of direct and indirect interventions selected for implementation in the program.

Pilot testing: trying out selected activities in small-scale pilot tests, monitoring the results and modifying the activities and materials accordingly.

Operating

Maintaining ongoing program: providing day-to-day monitoring and necessary modifications in program to insure its quality.

Continuing professional growth: maintaining professional growth and commitment of all staff and volunteers.

Supervising staff: motivating staff and volunteers and directing and supervising their activities, roles, responsibilities and resolving conflicts.

Supplying logistical support, equipment and materials: providing a wide range of supplies, hardware, and software for use by program participants and keeping those technical resources in working order.

Maintaining information bank: collecting, developing, and organizing information on career options and human and non-human resources.

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
MAY 1979

LEGISLATION AND GUIDANCE PROJECT FACT SHEET:
The Legislative Provisions for the Improvement of Guidance Programs and Personnel Development Project

GUIDANCE PROGRAM SUPPORT CONTINUES AS PRIORITY:
USOE-BOAE Promotes Guidance Program Improvement

Since the enactment of the Education Amendments of 1963, the United States Office of Education and its Bureau of Occupational and Adult Education have held the improvement of guidance programs as one of their priorities. The Education Amendments of 1976 (P.L. 94-482) emphasize the importance of making career guidance programs, services, and activities both more accessible and more effective in meeting the career development and vocational education needs of persons of all ages nationwide.

In recent years, efforts have been made to plan, model, and improve comprehensive systems of guidance and counseling by local, state, and federal agencies as well as a variety of other institutions and organizations. Many programs, materials, resources, and methods of delivery for career guidance and guidance personnel development have been created and implemented.

As a capstone to these efforts, the USOE/BOAE, under the Education Amendments of 1976—P.L. 94-482, Title II, has funded the LEGISLATIVE PROVISIONS FOR THE IMPROVEMENT OF GUIDANCE PROGRAMS AND PERSONNEL DEVELOPMENT project. Being conducted by the National Center for Research in Vocational Education, the Ohio State University, the project will analyze significant federal and state legislation, screen and select appropriate resources and materials, and identify a set of competencies necessary for effective guidance program delivery. From these, project staff will develop a program and train a national cadre of guidance leaders with the capacity to train others in the effective use of legislative provisions and existing resources to support the improvement of career development and career guidance delivery systems. In summary, the Bureau's goal through this effort is to promote more effective use of past investments and to identify priorities for future research, development, and training needs.

A Cooperative Effort

The U.S. Office of Education, Bureau of Occupational and Adult Education has recently funded a project to assist local career development and guidance personnel in improving their programs through better understanding and more effective use of legislative provisions affecting guidance programming and delivery. The National Center for Research in Vocational Education is the prime contractor and is being assisted by the American Vocational Association (AVA), the American Personnel and Guidance Association (APGA), and the American Institutes for Research (AIR).

The organizations were selected based upon their experience, staff capabilities, resources, and institutional interest in the improvement of guidance programs. Currently, each agency is working cooperatively with the National Center in its area of specialization. The results of these individual efforts will then be organized into a cohesive national training program designed to facilitate the improvement of comprehensive career guidance programs in a variety of settings at all levels. The following list shows the contribution each agency is making toward this effort.

AMERICAN VOCATIONAL ASSOCIATION (AVA)
Dr. Roni Posner, Project Director

- Analysis of State Legislation
- Project Evaluation
- Development and Production of Audio Visual Aids

AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION (APGA)
Dr. Jane Howard Jasper, Project Director

- Analysis of Federal Legislation
- Testing of Training Materials
- National, Regional, and State Training Efforts

AMERICAN INSTITUTES FOR RESEARCH (AIR)
Dr. G. Brian Jones, Project Director

- Development of a Comprehensive Program Competency Package for Guidance Specialists

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
Mr. Harry N. Drier, Consortium Director

- Consortium Management
- Development of Competency-Based Guidance Modules
- Development of Training Syllabus for Individual and Group Training
- National Survey and Analysis of Career Guidance Resources
- Dissemination of Project Information

Federal and State Legislation Provides for Guidance Program Improvement

Guidance personnel must be aware of and knowledgeable about those legislative provisions, both state and federal, which support guidance and counseling programs. To aid in identifying and effectively using these provisions, two national associations are analyzing and interpreting relevant state and federal laws. These reports will become one part of the comprehensive training program to aid in guidance program improvement.

Interpreting the Federal Legislation

A special committee of the American Personnel and Guidance Association (APGA) and government relations experts is now studying some eleven federal laws, both educationally and non-educationally focused.

- Educational Amendments of 1976 and 1978
- Comprehensive Employment and Training Act
- Handicapped Children Acts
- Wagner Peyser Act (P.L.-30)
- Rehabilitation Comprehensive Services and Development Disabilities Act
- Older Americans Act
- Career Education Incentives Act
- Full Employment and Balanced Growth Act
- National Health Planning Resource Development Act
- Juvenile Justice and Delinquency Prevention Act

Under APGA's leadership, each law is being reviewed for both mandated as well as suggested or implied career development and guidance provisions.

Investigating State Legislation

Eleven states have been selected to serve as models for state level guidance and counseling legislation in the training program. The American Vocational Association, with its long history of helping to create and support state level legislation, completed a comprehensive review of the laws and plans of each of the fifty states and territories.

The twelve states represented in this characterization of effective state legislation were selected based upon their complement of laws supporting guidance and counseling for all groups and ages in diverse settings. The states include:

	State Department Contact Person
Wisconsin	William Erpenbach
North Carolina	Alice T. Solomon
Missouri	Charles Foster
Texas	Joseph Tokash
Michigan	Gertrude Bonaporte
Florida	Dale Ake
Ohio	Raymond Wasil
California	Joseph Cunha
Indiana	Judy Rogers
Georgia	James Cronkwright
Illinois	Ken Brooks
Kentucky	Curtis Phipps

Focus on Training

Training in the effective use of existing resources and available legislative support for career guidance programs is the major focus of this project. Under the leadership of the American Personnel and Guidance Association (APGA), a four stage national training program will be initiated in August 1979.

First, approximately forty persons from diverse settings will fully pilot test all training materials and methods. Following this pilot test, a team of twelve national leaders will receive instruction in the total training program and will assume leadership roles at regional and state level workshops.

In September or October, twenty-six persons from each of four national regions will be trained and then act as state level trainers. These individuals will plan and conduct at least two workshops in each state and one workshop in both the District of Columbia and Puerto Rico. Each of these 102 state level workshops will result in a team of at least six persons prepared to train local guidance and counseling practitioners in effective ways of improving their guidance programs. Training will be provided not only to public school counselors and guidance specialists but also to persons representing a wide variety of agencies from various settings.

All those engaged in guidance and counseling activities may benefit from this program. The following groups will gain assistance in upgrading their guidance and counseling programs and improving the capacity of their guidance and counseling personnel through this training program.

- School Counselors and Guidance Specialists
- School Administrators, Teachers and Board Members
- Employment Security Guidance Specialists
- Parents
- Employers
- Church Leadership
- Comprehensive Employment and Training Act Personnel
- Hospitals, Rehabilitation Centers, and other similar institutions
- Community Service Agencies
- Special Education Programs

National Advisory Committee Named

A number of national leaders representing a variety of agencies and organizations that provide guidance services will add their expertise to the LEGISLATIVE PROVISIONS FOR THE IMPROVEMENT OF GUIDANCE PROGRAMS AND PERSONNEL DEVELOPMENT project. Advisors selected to represent these groups are:

- Ms. Grace Basinger, President, National Parent-Teachers Association
- Dr. Frank Bowe, Executive Director, American Coalition of Citizens with Disabilities
- Dr. Walter Davis, Director of Education, AFL-CIO
- Mr. Oscar Gjernes, Administrator, U.S. Department of Labor, Division of Employment and Training
- Dr. Edwin Herr, President, National Vocational Guidance Association
- Dr. Elaine House, Professor Emeritus, Rutgers University
- Mr. Reid Rundell, Director of Personnel Development, General Motors Corporation
- Dr. Barbara Thompson, State Superintendent, Wisconsin Department of Public Instruction
- Honorable Chalmers P. Wylie, Congressman/Ohio, U.S. Congress
- Dr. G. Brian Jones, American Institutes for Research—Committee Chairperson
- David Pritchard—Project Officer, U.S. Office of Education, BOAE

This committee will provide general direction and leadership to the project to assure that project objectives are effectively met.

Training Package to be Developed

Additional Products will Benefit Guidance Programs and Personnel Development

Training Kit

The National Center will assemble a set of training materials to facilitate instructing national, regional, and state level guidance leaders as trainers in more effective uses of legislative support for improving career guidance programs. The Training Kit will incorporate the results and outcomes of various R&D efforts of the Legislative Provisions for the Improvement of Guidance Programs and Personnel Development project into a comprehensive guidance personnel training program.

Training Modules

The core component of this training package will be a set of some thirty competency-based training modules. Each module will address a specific area of guidance programming and services and will provide training in critical staff competencies as well as reference relevant legislative program support and appropriate resources.

Support Materials

Instructional aids will be provided to support these training modules. These supportive materials will include both audio visual and printed resources.

- Transparencies—highlighting key concepts, methods, and issues from each training module
- Guidance and Counseling Resources—quality program products will be identified and included to support this comprehensive training
- Color Filmstrips and Cassette Tapes—will provide a background for major concepts and issues in comprehensive career guidance programs

Training Syllabus

A training syllabus for both individual and group training activities also will be developed as part of this comprehensive training package.

Additional Resources

The efforts of each of the four agencies cooperating in the national program will result in several additional products and outcomes important to the improvement of guidance personnel and programs. Among these anticipated outcomes are:

- Directory of Current Guidance Program Resources
- Comprehensive Competency Package for Guidance Staff Development
- Analysis Package for Selected State Legislation
- Analysis Package for Federal Legislation
- Report of the Project's Impact on Guidance Programs and Personnel Development Efforts

Resources for Program Improvement

Some 1700 agencies and organizations, both public and private, representing such areas as education, guidance, employment counseling, corrections, and special needs populations have been requested to provide products and materials that may have implications for improving guidance programs and services.

Through a screening and selection process, the National Center will identify the most promising, abstract these, and reference those selected as part of a comprehensive training program for improving guidance programs and guidance personnel nationwide.

Interested in Being Involved?

If you are interested in participating in this national effort for improving career guidance programs or just want to keep informed about our progress, just clip this return coupon and mail to: **Harry N. Drier, Project Director, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.**

- -

RETURN COUPON

Legislative Provisions for the Improvement of Guidance Programs and Personnel Development

I would be interested in:

☐ Being placed on the project mailing list
☐ Being considered as a state trainee
What is your background and area of guidance expertise?
(Please include resume.)
____

☐ Attending a dissemination conference
☐ Purchasing the training kit when it is available
☐ Providing resource materials

Name ______________________________

Title ______________________________

Agency ______________________________

Address ______________________________

________________ Zip Code __________ Phone Number __________

Competency-Based Training Modules

A set of about thirty competency-based training modules will be developed by the National Center. These materials will characterize the broad content and substance of a comprehensive career guidance program including such issues as guidance and counseling theory, program planning and implementation, team building, necessary services, evaluation and program assessment, program support through legislation, and applying community resources.

These training modules will be based on competencies identified as being most critical to effective career guidance services. Specific training activities for both individual and group instruction will be included as well as references to available legislative support and resource materials.

Impact on Guidance Program Improvement

What will this national training effort mean for improving comprehensive career guidance programs and upgrading guidance and counseling personnel? Will the training and research based products have a lasting effect on such programs?

The American Vocational Association (AVA) will evaluate each of the training phases of this effort. AVA will report on the impact of this nationwide effort to improve guidance programs and guidance personnel. Over 700 persons will have been exposed to and/or trained in effective ways of improving guidance systems; however, the ultimate impact will be seen only as local guidance and counseling practitioners apply the skills and knowledge gained to their own programs.

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
The Ohio State University · 1960 Kenny Road · Columbus, Ohio 43210
Tel (614) 486 3655 Cable CTVOCEDOSU/Columbus, Ohio

What Should Guidance Personnel Know?

Which competencies are most important in planning, developing, implementing, operating, and evaluating effective career guidance programs, services, and activities?

Through a major national search and development effort, a comprehensive set of critical guidance perso nel competencies will be identified.

The study, managed by Dr. G. Brian Jones and Dr. Linda Phillips of the American Institutes for Researc and by Harry N. Drier of the National Center for Research in Vocational Education will include three phases.

1. Comprehensive literature search
2. Review by the National Advisory Committee (persons representing a variety of guidance clients)
3. Special reviews by counselor educators and state department personnel

Some 200 competency statements addressing over thirty guidance program areas will provide the basis for training materials for guidance personnel in this national training effort.

APPENDIX 8

Titles of the National Center's Competency-Based Guidance Program Training Modules

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Category A: Guidance Program Planning

A-1 Guidance Program Change: Identifying and Planning for Alternatives

A-2 Guidance Program Development Team: Organizing Key Personnel

A-3 Career Development Theory: Establishing A Rationale for Program Development

A-4 Guidance Program Planning: Building A Model Through Goals and Objectives

A-5 Client and Environment Needs: Determining Current Status and Desired Outcomes of Career Guidance Program

A-6 Implementation Strategies: Selecting Objective-based Guidance Activities

Category B: Supporting

B-1 Legislation: Influencing Public Policies for Improved Guidance Programs

B-2 Proposal Writing: Obtaining New Funding For Career Guidance Programs

B-3 Resources: Organizing in Order to Make Full Use of Guidance Program Resources

B-4 Public Relations & Community Involvement: Improving Guidance Programs Through Increased Community Support and Participation

B-5 Staff Development: Improving Guidance Program Development Through Staff Learning Activities

B-6 Administrative Mechanisms: Using and Complying with Public Policy for Improved Guidance Programs

Category C: Implementing

C-1 Counseling: Providing Counseling To Individuals and Groups

C-2 Tutoring: Individualizing Guidance Program Activities

C-3 Computerized Guidance: Conducting Computer-Assisted Program Alternatives

C-4 Curriculum-Based Guidance: Infusing Guidance Into Instruction

C-5 Placement and Referral: Linking the Guidance Program and the Community

C-6 Follow-Through and Follow-Up: Facilitating Program Leavers' Adjustment and Guidance Program Improvement

C-7 Career Resource Centers: Coordinating Guidance Program Career Information and Related Activities

C-8 Home-Based Guidance: Involving Significant Others in the Guidance and Counseling Process

C-9 Consultation: Conferring with Others to Ensure Meeting Clients' Career Development Needs

C-10 Equity and Client Advocacy: Representing Clients in a Nonstereotyped Atmosphere

C-11 Pilot Testing: Trying Out Guidance Activities

C-12 Research: Studying Guidance Research Issues and Practice

C-13 Ethical and Legal Standards: Developing A Code of Ethics For Guidance Personnel

Category D: Operating

D-1 Program Operations: Ensuring the Successful Operation of a Career Guidance Program

D-2 Professional Growth: Ensuring Continuous Growth in the Career Development of Guidance Program Staff

D-3 Logistical Support: Ensuring Availability of Supplies and Services for the Guidance Program

D-4 Information Processing: Organizing For Effective Guidance Program Information Flow

Category E: Evaluating

E-1 Evaluation: Determining Effectiveness of Guidance Program Components and Program Impact

E-2 Evaluation-Based Decisions: Communicating and Using Evaluation Results for Improving Guidance Programs

APPENDIX 9

Legislative Provisions For The Improvement Of Guidance Programs and Personnel Development

Module Development
Guidelines

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY

April 1979

Module Development Guidelines

Over a relatively short period of time, you and other consultant authors will be developing numerous training modules. For the sake of style and format consistency, this set of guidelines has been developed. You are asked to adhere to the guidelines as closely as possible when developing your module. The enclosed sample module on Resource Centers also is to serve as a guide in your writing.

Intended Audience

The persons being trained through the modules will be "career guidance change agents." They are individuals in their community or agency who have an interest and opportunity to improve or initiate a career guidance program. Those people may not be trained in the fields of guidance and counseling or program development, and therefore are in need of obtaining basic, critical competencies.

Purpose of Modules

The modules are to provide the career guidance change agent with a planned sequence of learning experiences designed to lead him/her to obtainment of critical competencies required to plan, implement, support, maintain, and evaluate a career guidance program. Each module will address a major competency area, and the learning experiences will relate directly to these competencies.

Tone of Module

The module is to be written in the second person in an attempt to personalize it as much as possible. The reading level of the material should be no higher than that of a high school graduate since it is more than likely that some persons using the modules will not have professional training.

Annotated Module Outline

I. Introduction

The introduction should give the career guidance change agent an overview of the purpose and content of the module in order to provide a frame of reference for the remainder of the module.

The following are suggestions for what should be included in the introduction.

1. A brief statement of how the module relates to the larger program development component of which it is a part. (e.g., How is change agentry a part of planning a comprehensive career guidance program in any setting?)

2. A statement on the relationship of this module to other modules within

the training package (e.g., By being a change agent a person will be involved in team building.)

3. An explanation of why the competencies in the module are important to guidance personnel. (Why should a counselor be a change agent?)

4. A statement on the purpose of the module. "This module is designed to...."

5. A definition of any unfamiliar terms in the module.

Note: The introduction should be relatively short (approximately 300-400 words).

Use the second person to personalize what is being said. (As a member of the guidance team, you...)

II. Module Focus

The Module Focus is to depict the direction of the module. All of the information for this section minus the module goal will be provided to the author. The following is a description of the information that will be presented in this section.

A. Module Goal: A statement of what one is to accomplish at the completion of the module.

B. Competencies: A listing of the competency statements related to the module element. These statements will represent the competencies thought to be the most critical, and they are not an exhaustive list.

C. State Legislation and Plan Analysis: If applicable, narrative and graphics depicting ten state plans and laws as they relate to the module element will be presented. (The National Center will provide this content.)

D. Federal Legislation Analysis: If applicable, narrative and graphics depicting eleven pieces of federal legislation as they relate to the module element will be presented. (The National Center will provide this content.)

E. Resources: Five major material resources that relate to the module will be described and characterized.

   1. Title, author, and source of materials.

   2. Narrative description of the material's content.

   3. Listing of other competency areas to which the material relates (in small print).

   (The National Center will provide this content. If you have a recommendation for an additional item, please provide an abstract.)

III. Text

Each module will contain a section in which cognitive information on the module area will be presented. This section will be a narrative that discusses all of the competencies listed for the module element. For example, a discussion of team building would present pertinent information that a person would need to know in order to be an effective team builder. The discussion should include only information that clearly relates to the module element. It should provide practical information that the career guidance change agent needs in order to be able to understand the competency area. This is not the place to write a highly theoretical piece. Give the reader the kinds of concrete, useful information you would want if you were inexperienced and facing the responsibilities being addressed in your module.

Some additional points to keep in mind when writing the text are listed below.

- The text should avoid abstract theorizing; educational jargon; long, complicated sentences and paragraphs; and lofty vocabulary.
- Break the key concepts and procedures into subsections, with clear headings.
- Resist the temptation to quote authority or fill the text with "impressive footnotes."
- Write to the career guidance change agent (say "You need to..."; use the second person form as much as possible.)
- Avoid the passive voice; say "You can use several methods..." not, "There are several methods that can be used by you..."
- The text should be free of any racial or sex bias or stereotypes.
- The text should relate to as many agencies as possible. In other words, it should not be just school focused or just community agency focused.

The training kit contains a number of support materials which the project staff thinks would be helpful to a person using the kit. Prior to the development of the module, you, the author, will receive from us a copy of some support materials that relate to your module's focus. The relevant information from these sources should be summarized and the document(s) referenced. Any additional information from other sources would be presented.

The length of the text will vary depending upon the area being covered. However, a rule of thumb would be to make this section not longer than twenty double spaced pages which would be eight to ten pages of composer type.

Remember that the text should not be only school focused. Career guidance change agents from all settings should be thought of when writing the modules (e.g., employment office, postsecondary, CETA office, etc.)

IV. Learning Experiences

The learning experiences are designed to train the career guidance change agents in the achievement of specific learning objectives that relate directly to the competencies listed for that module. One learning experience will be developed for each competency that is dealt with in the module. However, each learning experience should stand on its own; since all of the learning experiences will not be addressed in one workshop situation.

Each learning experience is preceeded by an overview which describes in one page what is to be covered in the learning experience. Below is a description of what the overview should include and provides an explanation of what should be contained in each learning experience. Following this description is a discussion of how the individual and group activities and feedback can be structured.

Competency	Statement of the competency which the experience is to develop.
Reading	The reading reference should be of sections of the text and the support materials when applicable.
LEARNER OBJECTIVES	The learning objective states in behavioral terms what the person will be able to do once the individual activity described below is completed. Include the conditions under which the person will be performing the activity and the activity describing what the person will do. Do not state the criterion at this point.
Individual Activity	Brief description of the individual activity the reader should perform after completing the reading.
LEARNER OBJECTIVES	Statement of what the participants will be able to do once they have completed

the group activity described below.

Group Activity	Brief description of an activity which can be conducted in a group or workshop setting.
Feedback	Brief statement on how it will be determined that the activity was completed correctly.

Individual Activity

This activity would be one which the reader could complete without the assistance of a leader or coordinator. All of the information needed for completion of the activity would be placed in this section of the module, and the activity would not rely on assistance from outside individuals.

The directions for each activity should be simple, clear, and complete. Be sure that you tell the reader (1) what to do, (2) how to do it, and (3) why it is being done.

If the reader is to critique a case study, case script, or some written product (e.g., a written plan), the directions should include (1) what the person is to read, (2) what he/she should base the critique on (e.g., questions following the case study; a critique form; and text), and (3) what is to be done with the material (e.g., critique in writing).

If the reader is to use particular materials in completing an activity he/she should be told what these are, where to locate them, and what to do with them. In many cases the materials can be included in the module directly following the explanation of the activity. In other cases, the reader may be given directions to obtain the necessary items on his/her own. One individual activity will be contained in each learning experience.

Group Activity

This activity would be conducted in a workshop setting. The activity would be one in which participants interact with each other and the leader in some manner (e.g., role play, small group work, etc.). The group activity should not duplicate information obtained in the individual activity since a person might complete both.

All notes to the workshop coordinator such as procedures for presenting, "time frame," information about training materials, etc. would be included in this section. The attached format sheet is to be followed. It was taken from the Facilitator's Guide For Staff Training in the Use of the Rural America Series. (This format has been used effectively in approximately twenty workshop situations across the country.) Also please develop drafts of transparencies that could be used in the group activities to highlight key portions of a presentation.

One group activity will be developed for each learning experience. The directions for the group activity are to be written to the workshop coordinator instead of the career guidance change agent. However, the level of writing should be the same as that for the individual activity.

Feedback

Each learning experience should include an immediate feedback or evaluation section to enable the participants to check their progress before continuing. The type of feedback or evaluation devices used will depend on the learning activities.

Learning experiences requiring the career guidance change agent to "demonstrate knowledge" of the basic concepts involved in the competency, for example, should give feedback in the form of model answers to self-check questions. If the participant is asked to critique a case study or case script, a model critique should be provided as feedback. Feedback on written plans, reports, etc., can be provided either through model plans and reports, or through checklists containing the criteria against which the written product is to be checked. Learning experiences involving performance of a skill (e.g., giving a presentation to peers in a simulated situation) should provide checklists containing the performance criteria to be used in evaluating the participant's performance.

The following are guidelines for constructing feedback devices:

- Model answers, critiques, plans, etc., should present all key points the career guidance change agent should have included in his/her written response.

- The model responses should not include new information or understandings which the participants could not be expected to have based on the learning activities thus far.

- In writing model responses, do not simply copy material from the text or reference. You want the participants to do more than parrot facts; thus, your model responses should reflect real comprehension of the material. Additional insights, fresh examples, etc., should be included to reinforce the key concepts for the participant. Your responses, should be more detailed than you expect the participant to give and the directions for the feedback device should reveal this to the participant.

- In those cases in which some or all of the participant's answers should match the model responses exactly (e.g., when the self-check includes matching or multiple-choice type items), the feedback direction should clearly explain what is required.

- Feedback for practice activities involving the development of plans, reports, analysis, or some other written product should be in the form of model responses if there is really only one way to respond or work with the data given.
- If there is more than one way the participant can respond, a checklist of items he/she should have considered, or criteria the product should meet, should be provided.
- When the learning activities involve performance of a skill, feedback should be provided through a checklist to be completed by the peers for whom the participant has demonstrated the skills.
- The checklist itself should include all the essential criteria the evaluator should be looking for in the product or performance. All items should relate directly to the objective the participant is to achieve.
- The criteria should be stated in observable and/or performance terms. Avoid vague, fuzzy items, and items which call for a simple "yes" or "no" answer (unless you are, in fact, checking for the presence or absence of something).
- Keep the checklist to a reasonable, manageable length. Between ten and thirty-five items is probably ideal, depending on the scope and complexity of the objective to be achieved or the performance being demonstrated.
- Every feedback device should include a level of performance stating the standard the career guidance change agent should have reached in meeting the objective of the learning experience, and indicating what he/she should do if this standard is not reached.

V. Support Resources

A listing will be made by the National Center staff of additional material resources that relate to the module element. This will include resource's title, author, publishing date, and publisher.

VI. Evaluation and Assessment Techniques

An appendix to the module is a section on preassessment and learner evaluation procedures. These procedures are provided for the trainer or workshop facilitator to use in order to determine the general needs of the trainees and whether the workshop helped them meet the learning objectives that were used in the workshops.

You should develop a preworkshop assessment questionnaire that will determine the needs of the workshop participants prior to coming into the workshop incorporating the learner objectives you have developed. The questionnaire should relate to the learning objectives and determine whether the participant has a need for training in each of the learning objectives. The sample module contains such a questionnaire.

The evaluation techniques also relate to the learning objectives. For each learning objective an evaluation procedure that is to be considered at the completion of the individual or group activity will be developed. Procedures should be developed for the individual activities in the event they are used within the workshop situation. The evaluation procedures do not need to be just assessment questionnaires at the end of the module. They can be such techniques as reviewing materials produced as a part of the activity, e.g., an assessment questionnaire, or critiquing a presentation. The idea behind the evaluation procedures is to determine whether or not the trainees have met the learning objective. If this can be accomplished without creating additional work for the trainer or trainees, it would be most acceptable. However, feel free to develop an additional task if it is needed to effectively measure the attainments of the learning objective. The sample module contains examples of various types of evaluation procedures.

Appendix 10
Tapescript for Slide-Tape Presentation

PART 1 - INTRODUCTION TO PROJECT
(Narrative)

Career development is a life-long process which permeates all facets of living.

From the very beginning, we play and grow and work and all of these experiences contribute to our career development.

As we develop and identify our interests, abilities and values, we eventually choose a lifestyle which includes earning a livelihood.

Striving to provide ourselves with a comfortable, satisfying standard of living.

Hi. I will be your guidance guide today. I am a strong advocate and champion of quality Guidance-anxious to help you learn more about some current processes, methods and opportunities-the important elements of effective career guidance programs.

I have moved around and I have seen how guidance programs have been developing--what they are and who is involved.

And I am seeing, today, how people of all ages, settings and circumstances, are preparing for and advancing in their life's work - their jobs - their various life roles.

Along with this, I am seeing how career guidance programs are improving - and how personnel, like myself, are strengthened because of it.

Specifically, I want to assist you in being part of a project, sponsored by the U.S. Office of Education, from the Bureau of Occupational and Adult Education - designed to take a close look at programs of career guidance, especially through the lense of state and federal legislation.

I want to help you to understand the relationships between guidance and the public policy.

According to the law, what should guidance programs be accomplishing and how do you fit into the picture?

A second focus of the Project is on competencies -- what must persons involved in career guidance programs be able to do in order to effectively carry out the intent of career guidance programs?

And finally, how can we train one another to be effective change agents for improved guidance programs in our community?

This project is designed to improve career guidance programs and to strengthen personnel through training workshops such as this one.

The project has five parts: First, an analysis of state and federal legislation - to see what provisions are implicitly or explicitly concerned with guidance.

Second, the development of various competencies which career guidance personnel must have.

Third, the selection of resource materials helpful to career guidance program personnel.

Fourth, the development of training modules and other training aids for your use in the future.

The fifth part of the project is training - the process you'll go through today. How can you become a strong advocate for and facilitator of career guidance?

How can you improve you communitie's career guidance programs?

O.K., so come on -- let's get going. Let's take a closer look at guidance -

- What it is
- Who it involves

PART II - INTRODUCTION TO CAREER GUIDANCE
(Narrative)

Career Guidance programs can be found in a wide range of settings - in churches, schools, community agencies, hospitals, and prisons.

Through the team work of persons like yourself, guidance programs can be designed to assist individuals in these settings and others in their career development process.

Effective career guidance programs are made up of components including: Self-awareness - an understanding of oneself the clarification of one's own self-accept, including

interests, competencies, needs and values - also, one's appreciation of and relationship to others and the environment;

Occupational awarenesses - an understanding of the work society - accurate, complete information about occupations - worker attitudes and work conditions;

benefits, grow to opportunity.

Decision-making and risk-taking -understanding that career development in lifelong, based upon a sequential series of educational and occupational choices;

Specific educational liaison, and vocational plans - obtaining employability and job placement skills, strengthening academic competencies and systematically developing goals and plans and specifically one's aspirations.

The procedures for delivering these components of career guidance programs rest squarely on guidance leadership - the personnel capable of coordinating these specific program elements. Those provisions include:

Short and long range planning assessment of needs (both individual and group) community relations and involvement connecting (both individual and group) placement and program evaluation.

And today, teams of community personnel, such as yourselves, are working together to combine their own knowledge and skill in areas such as: career development theory;

Group processes, human relations and consultative skills;

Guidance curriculum and how it is developed;

relationships among values, goals, choices and information in decision-making;

the history of work and its changing meaning;

strategies and resources for facilitating career development.

Legislation - how to access it and use it.

PART III - COMPETENCIES -

Guidance personnel competencies and resources cannot remain stagnant. As people's needs change, so must staff skills change.

Guidance personnel today are attempting to expand their range of skills,

ranging from: planning and supporting, to implementing, operating, and evaluating career guidance programs. They understand that regardless of the population; minorities adolescents, handicapped and despite the problems of alcoholism, child abuse, alienation, drug abuse

they are responsible for knowing what is happening in and around their community and how to effectively deal with problems from a developmental preventative and corrective prespective. Delivery of comprehensive guidance programs is not an easy task,

given the vast social, technological, and econimic changes occuring all around us. It requires effective communication skills, keen perception, risk-taking, and common sense.

To be effective, guidance personnel must keep their eyes and ears open at all times. Every avenue is one of inquiry and possibility.

In this training workshop, a wide range of competencies are examined -- competencies required in comprehensive career guidance programs:

planning; supporting; implementing; operating; and evaluating these programs.

PART IV - LEGISLATION

What does legislation have to do with guidance programs? Legislation is one of the avenues open for guidance programs to become more responsive to current problems and concerns in society.

To a great extent, our laws represent a social barometer of current needs. Legislation is an indication of where we are and where we have to go.

Local, State, and Federal Mandates are responsive to the circumstances and needs of the people whom they govern.

Legislation and programs of career guidance should be viewed concurrently, since they both permeate daily life, and have an impact on us all.

Clearly, legislation can limit or support the improvement of career guidance programs and the strengthening of its personnel.

As persons involved in guidance programs we must understand legislation which deals with guidance in terms of requirements for certain populations, specifications for programs, sources of funding, certification, and personnel training need

In order to improve career guidance programs, it is important to be aware of current legislation.

Here personnel are drafting a bill directed toward the improvement of programs. Legislative advocacy methods, at the local level, such as community groups, must be utilized.

Legislation can be a most effective avenue toward the improvement of career guidance services. Many states have a variety of guidance provisions and on the Federal level,

guidance policy and legislation are directed toward a range of human needs which are developmental, preventative, and corrective in nature.

So, it is imperative that Guidance personnel be aware of guidance legislation so that they are capable of reviewing, analyzing, and utilizing laws for the benefit of all people.

Yes, we urge that community groups, parents, educators, agency personnel, everyone be involved in the legislative process - at the local, state, and federal levels.

Guidance is associated with varied agencies and settings and its need is greater than ever before.

All persons have need of guidance during their lifetime. And we, as career guidance program personnel, acting as change agents, must strengthen our skills -

to improve comprehensive career guidance programs. To plan, support, implement, operate, and evaluate these programs.

Laws can and DO set the course for career guidance services. We must make optimum use of legislation by more fully understanding it and learning to bring about change in current laws as well as to create improved laws and policies.

Guidance will be more effective if increased numbers of people get involved, and together assist others in the career development process. Grassroots involvement is necessary: teachers, parents, employers, friends, and guidance personnel.

Now think about the career guidance programs and personnel in your communty, agencies, and schools, and ask yourself the following questions:

How can career guidance programs be improved? What are their potential? Where and how can I get myself and others involved?

Think about people.

Think about guidance.

Let's get going places! Your Communities Career Guidance Programs need you!

Career guidance programs in our communities can achieve important outcomes. As teams, combining our experiences, knowledge, and skills, we can develop programs which will enable others to:

- better understand themselves and others;
- become more fully informed about education, leasure and occupational opportunities;
- make choices, take risks, and fulfill dreams;
- to reach goals through planning, experience, training, and jobs.

As a team, we can strengthen each other - expand career guidance programs - improve our community.

APPENDIX 11

LEGISLATIVE PROVISIONS PROJECT

PILOT TEST

DESIGN AND AGENDA

Submitted to:

Jane Howard-Jasper
Associate Executive Director
American Personnel and Guidance Association

Copies to:

Harry N. Drier
Director
Legislative Provisions Project
The National Center for Research in
Vocational Education

Roni D. Posner
Director of Planning and Development
American Vocational Association

Submitted by:

Linda L. Phillips

LEGISLATIVE PROVISIONS PROJECT

Design for Pilot Test

Objectives

Each Participant will be able to

1. Describe the goals and implementation strategies of the Project.
2. Provide critical feedback on assigned project materials, Project's overall training design, and training methods tested in sessions.
3. Demonstrate inter-tester reliability on material review forms.
4. Identify at least one new Project competency he or she gained as a result of participating in the Pilot Test.

Pilot Testing Period

August 17-24, 1979

Location

Washington, D.C.

Number and Backgrounds of Participants

1	State department educational coordinator
1	Community college dean for student services
1	University assistant dean, college of education and human ecology
1	Private management consultant
1	DOL-sponsored program director
1	Marketing and distributive education supervisor
2	Career education specialists
1	High school counselor
1	Community career counselor
1	CETA counselor
1	County government research specialist
1	Regional PTA coordinator
1	Regional guidance administrator

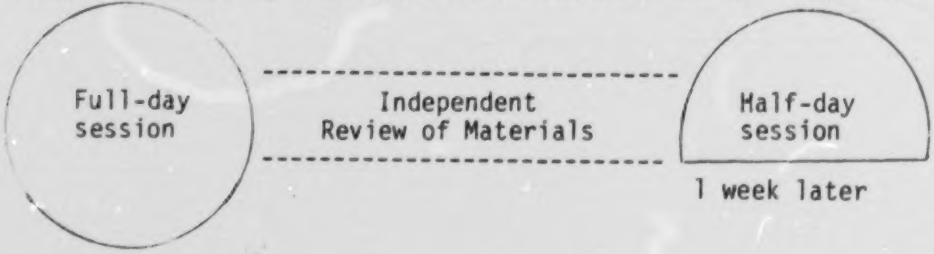
1	Minister/guidance association president
3	University professors
1	School district assistant director of guidance
1	Public school guidance consultant
1	High school principal
1	University researcher in counseling and personnel services
1	Doctoral student/research assistant
1	Vocational teacher

Alternates

1	Community college counselor
1	Director of a religious/ethnic counseling service
1	Social studies teacher
1	High school counselor
1	Community college vocational department chairperson

The official "Pilot Test" of the Project will mainly consist of a review and critique of key Project materials (a type of "walk through" rather than pilot test) by the 24 participants plus actual pilot testing of a few training methods and techniques on the participants.

The design of the Pilot Test consists of two structured group events at either end with independent, self-guided activities inbetween the two sessions.



In the first half of Session #1, the participants will assume the role of

Project Trainers and pilot test three of the training activities planned for the National Training Workshop. They will provide feedback on the effectiveness of the methods used.

In the second half of Session #1, the participants will assume their main roles, that of Project Materials Reviewers. They will be trained in use of the Material Review Form and in inter-Pilot Tester reliability and given their "homework" assignments. The group will have an opportunity to practice their reviewer skills on one set of the Project materials, the slide-tape presentation.

During the week between the two sessions, each pilot tester will review 3 of the 30 modules in depth and review 3 additional modules on a "mid-level" intensity basis. He or she will complete a Materials Review Form for each module reviewed.

During Session #2, the participants will provide feedback verbally on the training modules they reviewed and present their completed forms. They will also take part in selected training activities geared either for the National Trainers or for one of the other groups of trainers (e.g., Regional, State, or Local). The participants will share their reactions to the training methods used. The session will end with recommendations from the pilot testers for the best use of the training materials and methodology and suggestions for their improvement.

Summary of Materials Review

Provided all 24 Pilot Testers and 5 alternates review 3 modules (or 2 plus Trainers' Manual) in depth and 3 of the remaining modules at a mid-level of intensity, 6 of the key modules will be reviewed 10 times and the remaining 2 plus Trainers' Manual 9 times. All but one of the remaining modules will be reviewed 4 times; the one will be reviewed 3 times. Table 1 provides a breakdown of the review assignments. The format to be followed will be that provided in the Material Review Form/Directions developed by the American Vocational Association.

Table 1

PILOT TESTER MATERIALS REVIEW ASSIGNMENTS

(Note: The module numbers here do not correspond to the actual Project module numbers. Adjustments will be made once final selection of "key" and "remaining" modules is made.)

Pilot Tester Number	Reviews in Depth	Reviews at "Mid-Level" Intensity
1	Key Modules 1, 2, 3	Remaining Modules 9, 10, 11
2	Key Modules 4, 5, 6	Remaining Modules 12, 13, 14
3	Key Modules 7, 8 & Trainers' Manual	Remaining Modules 15, 16, 17
4	Key Modules 1, 2, 3	Remaining Modules 18, 19, 20
5	Key Modules 4, 5, 6	Remaining Modules 21, 22, 23
6	Key Modules 7, 8 & Trainers' Manual	Remaining Modules 24, 25, 26
7	Key Modules 1, 2, 3	Remaining Modules 27, 28, 29
8	Key Modules 4, 5, 6	Remaining Modules 30, 9, 10
9	Key Modules 7, 8 & Trainers' Manual	Remaining Modules 11, 12, 13
10	Key Modules 1, 2, 3	Remaining Modules 14, 15, 16
11	Key Modules 4, 5, 6	Remaining Modules 17, 18, 19
12	Key Modules 7, 8 & Trainers' Manual	Remaining Modules 20, 21, 22
13	Key Modules 1, 2, 3	Remaining Modules 23, 24, 25
14	Key Modules 4, 5, 6	Remaining Modules 26, 27, 28
15	Key Modules 7, 8 & Trainers' Manual	Remaining Modules 29, 30, 9
16	Key Modules 1, 2, 3	Remaining Modules 10, 11, 12
17	Key Modules 4, 5, 6	Remaining Modules 13, 14, 15
18	Key Modules 7, 8 & Trainers' Manual	Remaining Modules 16, 17, 18

Table 1. Pilot Tester Materials Review Assignments, continued, 2

Pilot Tester Number	Reviews in Depth	Reviews at "Mid-Level" Intensity
19	Key Modules 1, 2, 3	Remaining Modules 19, 20, 21
20	Key Modules 4, 5, 6	Remaining Modules 22, 23, 24
21	Key Modules 7, 8 & Trainers' Manual	Remaining Modules 25, 26, 27
22	Key Modules 1, 2, 3	Remaining Modules 28, 29, 30
23	Key Modules 4, 5, 6	Remaining Modules 9, 10, 11
24	Key Modules 7, 8 & Trainers' Manual	Remaining Modules 12, 13, 14
Alternate 1	Key Modules 1, 2, 3	Remaining Modules 15, 16, 17
Alternate 2	Key Modules 4, 5, 6	Remaining Modules 18, 19, 20
Alternate 3	Key Modules 7, 8 & Trainers' Manual	Remaining Modules 21, 22, 23
Alternate 4	Key Modules 1, 2, 3	Remaining Modules 24, 25, 26
Alternate 5	Key Modules 4, 5, 6	Remaining Modules 27, 28, 29

LEGISLATIVE PROVISIONS PROJECT

Pilot Test Agenda

August 17, 1979

8:30-9:00	Coffee and Registration
9:00-9:30	Welcome and Introductions Roles and Responsibilities of Pilot Testers Expected Outcomes of Pilot Test
9:30-10:30	Overview of Legislative Provisions Project
10:30-11:00	Project Slide-Tape Presentation
11:00-12:00	Small Group Activities 1) Future Imaging: "A Day in the Life of a CCBCGP*" 2) What are the Main Things our Trainer-Change Agents Have to Know, Feel, and Do to Meet Project Goals?
12:00-1:00	Catered Lunch
1:00-2:00	Overview of Trainers' Tools: Project Training Materials
2:00-3:00	Inter-Pilot Tester Reliability Training or "Why did Mary Give It a 4 When It's Clearly a 1 1/2?"
3:00-4:00	"Project Slide-Tape Presentation from a Pilot Tester's Eye"
4:00	Adjourn

August 18-23

During the days between sessions, Pilot Testers will review selected training materials, complete Material Review Forms and prepare to share thoughts verbally on one or two modules.

August 24

8:30-9:00	Coffee and Rolls
9:00-12:00	Pilot Testers' Feedback on Key Modules and Pilot Testing of Selected Activities
12:00-12:45	Pilot Testers' Recommendations for Using and Improving Materials
12:45-1:00	Wrapup
1:00	Adjourn

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*Comprehensive, Community-Based Career Guidance Program

APPENDIX 12

Legislative Provisions Project

PILOT TEST

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APPENDIX 13

National Pilot Test Data Summary
Leiglative Provisions for Guidance Improvement Project

Module Title	MODULE PRIORITY NUMBER	Content	Usefulness	Communi-cation	Overall Rating
* A-1 Guidance Program Change	1	3.8	3.0	3.3	3.3
* A-2 Guidance Program Development Team	2	3.4	3.0	3.0	3.1
A-3 Career Development Theory	13	4.3	4.0	4.3	4.2
* A-4 Guidance Program Planning	3	4.0	3.8	4.3	4.0
* A-5 Client and Environment Needs	4	2.8	3.0	2.7	2.8
* A-6 Implementation Strategies	5	2.9	2.9	2.5	2.8
* B-1 Legislation	7	2.8	2.3	2.1	2.4
B-2 Proposal Writing	15	4.6	4.0	4.0	4.2
* B-5 Staff Development	10	3.6	3.4	2.9	3.3
C-1 Counseling	25	3.2	3.1	3.1	3.2
C-3 Computerized Guidance	31	4.0	4.3	4.0	4.2
C-7 Career Resource Centers	30	3.0	3.7	3.0	3.2
C-8 Home-Based Guidance	28	3.3	3.6	3.4	3.4
C-9 Consultation	17	3.0	2.5	2.5	2.7
C-12 Research	23	4.1	4.0	4.3	4.1
C-13 Ethical and Legal Standards	22	3.5	3.5	3.5	3.5
* D-1 Program Operations	12	4.0	4.0	3.0	3.7
D-2 Professional Growth	19	3.2	3.1	3.5	3.3
D-3 Logistical Support	16	3.3	4.0	3.3	3.6
* E-1 Evaluation	8	3.8	3.2	4.0	3.7
E-2 Evaluation-Based Decisions	18	3.0	3.0	3.0	3.0

Scale: Excellent = 5 Good = 3 Poor = 1
Very Good = 4 Fair = 2

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* INDENTIFIES THOSE MODULES THAT ARE NEEDED FOR THE NATIONAL TRAINER WORKSHOP

SAMPLE

Module C-12 "Research

Revision Plan
9/10/79

This module received nine 4.15 ratings which reflects its excellent quality. After reviewing all pilot test data the following are some suggested changes, additions, etc. that should be made.

1. Include a Glossary including such terms as CETA, Variables, and Correlation studies.
2. Give reference to other project modules that are related to issues/topics contained in this particular module.
3. Include the following as a Support Resource "Research in Social Science" by Richard L. Cole, MacMillan.
4. Analyze the module language considering the sophistication of trainees.
5. Stress relationship between research and the increased quality of career guidance program practice.
6. Stress difference between research and evaluation.
7. Overheads needed for last two sections of module.
8. Develop some examples of how research is an effective tool for Guidance programs.
9. The writing style is somewhat dry and academic. Infuse some practical suggestions if possible.
10. Use another word/term than change agent throughout the module. Clean up other jargon words.
11. Page 1, strike CETA eligible insert unemployed-typist.
12. Page 13, clarify the statement that the literature is impartial.

Recommendations:

1. National Center staff should revise this module considering its present condition. If questions arise then the author should be contacted for advise.
2. A module specific glossary needs to be developed.
3. A full reference section and resource section needs to be completed.
4. Check to see if the pre-post test items reflect closely the competencies and learner objectives.

APPENDIX 14

NATIONAL TRAINING TEAM

North Atlantic

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Mid-Western, continued

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APPENDIX 15

NATIONAL TRAINING WORKSHOP

November 1-3, 1979

Working Agenda

(Actual agenda to be developed by Team during first session)

Objectives:

By the completion of the Training Workshop, each National Trainer will be able to:

1. Describe in detail the goals, activities, and participants of the Legislative Provisions Project and state how he or she would present the Project to a variety of audiences.

2. Assess his or her own competencies related to expected project implementation activities and training and list steps to improve or acquire the competencies which he or she believes should be improved.

3. Summarize several major features of planned change and organization development (OD) efforts and explain the steps he or she would take to initiate OD interventions in a variety of situations.

4. Identify the possible training needs of the learners he or she will be assisting, and outline learning strategies that could meet those needs.

5. Describe several training techniques and demonstrate one or more of these in a simulated session.

6. Demonstrate several uses of project materials in simulated individual, small-group, amd large-group settings.

7. Develop a written Action Plan for use in his or her region that includes goals, steps to be taken, persons to be included, estimated costs, and other features.

November 1, 1979

7:30 p.m. - 10:00 p.m.	Welcome and Get Acquainted Project Overview Team Roles and Responsibilities Workshop Agenda Building

November 2, 1979

8:00 - 11:00 a.m.	Intensive Review of Projects Goals, Activities, Training Design, Trainers, and Materials
11:00 - 12:00 Noon	Competency-Building Session (Based on results of Competency Needs Assessment Survey) "Needs Assessment"
12:00 - 1:00 p.m.	Lunch in Cafeteria
1:00 - 5:00	Project Competency-Building Session: "Legislative Awareness" Dr. Nancy Pinson, APGA Leader and Staff Member, Maryland State Department of Education
5:00 - 7:30	Personal Time
7:30 - 10:00	Project Competency-Building Session (Based on results of Needs Assessment Survey) "Administrative Mechanisms" and "Teambuilding"

November 3, 1979

8:00 - 10:00 a.m.	Project Competency-Building Session "Resources" and "Planning"
10:00 - 12:00 Noon	Preliminary Planning for Regional Workshops
12:00 Noon	Lunch (served in meeting room)
12:30 - 3:00	Final Action Plan Development and Training Team Reaction/Feedback
4:00	Transportation to airport

APPENDIX 16

APGA LEGISLATIVE PROVISIONS PROJECT
Training Coordination Office
24050 Hutchinson Road
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AMERICAN PERSONNEL AND GUIDANCE ASSOCIATION

Dear Colleague:

As you may know, APGA has a subcontract with The National Center for Research in Vocational Education in Columbus, Ohio, for a national career guidance project funded by the U.S. Office of Education, Bureau of Occupational and Adult Education. The name of the project is "Legislative Provisions for the Improvement of Guidance Programs and Personnel Development."

The purpose of the project is to set up (or pull together) comprehensive, *community-based* career guidance programs in communities across the country. This will be done through preparing *diversified training teams* in each state who will help local communities implement these programs. The key idea is to build upon the career guidance work that you and other guidance leaders have already started and to make better use of federal and state legislation (and other resources) related to guidance. Enclosed is some background information on the project for your review.

APGA's role is to select and train a network of approximately 650 trainers (12 National Trainers, 102 Regional Trainers, and approximately 12 State/Local Trainers from each state) for the project. I have been hired by APGA to coordinate these selection and training activities.

Several outstanding names and resumes have been sent to APGA by groups and by individuals themselves. Perhaps you have already suggested the names of appropriate trainers. If so, thank you for making the nominations; they are being reviewed now. If you have not, I would like to invite you to submit some names and resumes to this office. Of course, you should consider nominating yourself for one of the training positions if you have the time and interest.

Since the project calls for a mix of trainers on each team, I am also contacting state branches of APGA, guidance representatives of State Advisory Councils on Vocational Education, the National School Board Association, as well as groups outside of public education such as the American Society for Training and Development and the U.S. Employment Service.

Thanks very much for your suggestions. If you have any questions, please don't hesitate to phone me at (408) 354-9198. Please return the nomination forms and resumes to the Training Coordination Office at 24050 Hutchinson Road, Los Gatos, CA 95030.

Sincerely,

Linda L. Phillips

Linda L. Phillips, Ph.D
Staff Consultant

LLP/tlj
Enclosures

P.S. Please remember to send resu

Letter seeking Trainers
sent to leaders of APGA, AVA,
and other organizations

APPENDIX 16

LEGISLATIVE PROVISIONS PROJECT

Trainer Nominee Information Form

Directions: Please fill out and return this information form to the Training Coordination Office, 24050 Hutchinson Road, Los Gatos, California 95030, at your earliest convenience. So that we'll have as much information about you as possible, please attach a copy of your resume.

Name ______________________________

Current Title ______________________________

Organization ______________________________

Preferred Mailing Address ______________________________

____

Business Telephone (   ) ______________ Home Telephone (   ) ______________

Past experience with career guidance (Please describe any paid or voluntary positions, offices or committee memberships you've held. Use back of form or extra sheets as needed.)

Past experience as a trainer (Please describe any training/consulting/staff development you have provided as well as any special preparation related to training, organization development, or career guidance you may have received.)

Past experience with federal or state legislative efforts (if any):

Competition for the Trainer positions is keen, so we are looking for the strongest Traine
we can find. Please tell us something about yourself that makes you an especially
Trainer candidate. Don't be modest!

The training workshops will be held sometime in October
January, 1980. By returning this form, you are not mak
this time. However, final selection will partly be base
shops.

Form to obtain Background
Information on Prospective
Trainers

work-

Thank you fo

APPENDIX 16

APGA LEGISLATIVE PROVISIONS TRAINING PROJECT
TRAINER NOMINATION FORM

APGA is seeking nominations for regional and state trainers for a subcontract that the Association has with The National Center for Research in Vocational Education. The U.S.O.E.-sponsored project is entitled "Legislative Provisions for the Improvement of Guidance Programs and Personnel Development."

In essence, the purpose of the project is to prepare a network of 12 national trainers, 102 regional trainers, and more than 600 state/local trainers who will in turn prepare teams to set up (or improve existing) community-based career guidance programs in every state, the District of Columbia, and Puerto Rico. Part of the training will include the use of federal and state legislation plus other resources. Needless to say, the task is large, but the project is designed to build on and pull together many efforts already underway nationwide.

If you and/or persons you know would like to go through training to become a trainer, please complete this form and send it with *resume* to the following address:

APGA Legislative Provisions Project
Training Coordination Office
24050 Hutchinson Road
Los Gatos, CA 95030

Final selections will be approved by the project director and U.S.O.E. project officer.

Name ____________________

Title ____________________

Mailing
Address ____________________

Telephone (Office) ( ) ____________________
(Home) ( ) ____________________

Name ____________________

Title ____________________

Mailing
Address ____________________

Telephone (Office) ( ) ____________________
(Home) ( ) ____________________

Trainer Nomination Form

APPENDIX 17

SOUTHERN WORKSHOP PLAN

Names of Trainers:	John Dagley Jane Razeghi Jim Preston
Training Location:	Rodeway Inn Woodlawn Charlotte, North Carolina
Training Dates:	January 11-13, 1979
Contact Person(s):	
Names of Trainees:	To be added
Methods for Assessing Trainees' Needs:	Pre-assessment instrument sent out by staff On-site self assessment of modules Legislative Pre- and Post-Test (self corrected)
Results of Trainees' Needs Assessment:	To be added
Tentative Goals for Training:	1. To adequately prepare the regional trainers (state co-captains) for their state training workshops in developing comprehensive career guidance programs 2. To provide state co-captains with an awareness of comprehensive career guidance model and project materials
Tentative Objectives for Training:	Trainees will be able to: 1. Write state Training Action Plans 2. Acticulate several innovative team training techniques 3. Complete the pre/post tests in the legislative/ administrative mechanisms areas 4. Complete a post test on the workshop (tentative) 5. Complete a practice letter to a member of Congress 6. Summarize the contents of the modules 7. Complete other activities built into the structure of the workshop
Anticipated Problems:	Workshop time constraints (limited) Limited travel funds
Strategies for Solving Problems	Task orientation, possibly start workshop at 6:00 Friday

Southern Regional Workshop

Legislative Provisions Project

AGENDA

Friday, January 11

6:00 P.M.	Introductions
6:30 P.M.	Project Overview; Its Goals & Objectives - Linda
7:00 P.M.	What We Plan to Accomplish - Jim
7:30 P.M.	Components of a Comprehensive Career Guidance Program - John
8:30 P.M.	A/V Presentation - Jane
9:00 P.M.	Social Hour

Saturday, January 12

8:30 A.M.	Assessing the Community and its -- Potential Blocking Forces, Potential Supporting Forces - Jim
10:00 A.M.	Legislative Awareness Activities - Jane
10:45 A.M.	Legislation, The Gatekeepers, and "How It Really Works" - Billie
11:30 A.M.	Introduction to Team Building - Linda
12:00 Noon	LUNCH BUFFET
1:30 P.M.	Overview of Modules and Innovative Team Training Techniques - John
2:30 P.M.	Group Feedback
3:00 P.M.	Introduction to Training Action Plans
3:30 P.M.	Work on Action Plans in State Teams
4:30 P.M.	Break for Dinner
7:00 P.M.	Group Meeting on Action Plans

Sunday, January 13

8:30 A.M.	Local Implementation Plans
10:30 A.M.	Problem Identification/Resolution - Jim
2:00 P.M.	Wrap-up and Evaluation - Linda

Resources Needed

- Overhead projector
- Newsprint
- Markers
- Easel
- Extension cord
- Slide-tape presentation
- Slide-tape projector/recorder
- All project materials
- Simulation exercises:
  1. Community description
  2. Legislation/administrative mechanisms handouts
  3. Legislative pre/post test
  4. Model change agentry handouts (Module 1 plus extra?)
- Writing pads and pencils or pens
- Evalution forms
- Coffee, etc.
- Transparencies
- "How a Law is Made" - 30 copies
- Copies of bill

MIDWESTERN WORKSHOP PLAN

Names of trainers:	Carol Kimmel Mary Kosier Dave Williams
Training Location:	King Henry VIII Inn St. Louis, Missouri
Training Dates:	January 18-20, 1980
Contact Persons:	Linda Phillips
Names of Trainees:	To be added
Method for Assessing Trainees' Needs:	Needs Assessment Instrument to be completed prior to workshop
Results of Trainees' Needs Assessment:	To be added
Tentative Goals for Training:	1. To prepare 26 state co-trainers in 13 Midwestern States to establish (or improve) comprehensive programs of career guidance 2. To train the co-trainers to develop the competencies to use the established modules to train local trainers
Tentative Objectives for Training:	Using the "PSIOE" (Planning-Supporting-Implementing-Operating-Evaluating) System, trainees will be able to 1. Develop and action plan for use in their separate states 2. Identify the features of a comprehensive career guidance program that could be adapted in their states 3. Implement their training in their states
Anticipated Problems:	Weather
Strategies for Solving Problems:	Reschedule workshop (Phillips)

DRAFT COPY

For discussion purposes only

WORKING AGENDA -- Midwest Regional Conference, St. Louis Jan. 18-20, 1980

TIME	ACTIVITY	RESPONSIBILITY	NEEDED MATERIALS-RESOURCES
Friday, 7:00 p.m.	Get acquainted/warm up Intro panel Review of agenda	Mary	Tables in circle. Name cards. Name Detailed agenda (Mary) and Training Manual (Linda)
7:30	Overview/Rationale of total project	Linda	Overhead projector (Dave)
8:00	What do we mean by "Comprehensive Career Guidance Program?" Brainstorm ideas - newsprint	Dave	Pad of newsprint & marker (Linda)
8:20	Discussion of Trainers Role & Function	Carol	
	"Walk Through" the Trainers Manual	Team	Training Manual (Linda)--26 copies
	Logistics (Carol will divide up assignments & notify)		LIST OF STATE PARTICIPANTS (LIN
9:00	Slide presentation		Projector w/cassettes (Dave) Slides & tape (Linda)
9:30	Wine & cheese?		

- - - - - - - - - - -

TIME	ACTIVITY	RESPONSIBILITY	NEEDED MATERIALS-RESOURCES
Saturday 8:30 a.m.	Awareness of basic skills & resources in the Community.	Carol	
8:45	Simulation activity. 4 groups, 6 each. State co-leaders always stay together	Group	Douglas, Mo. simulation. Xerox 26 c
9:10	Team reports back to group	Dave	Newsprint/marker (Linda)
	COMPETENCY BUILDING IN KEY AREAS:		
9:30	Administrative Management concerns	Linda	
10:00	Break		Coffee -(Mary will order)
10:15	Legislative Awareness (Give Pre Test)		Pre-test & vital statistics chart(Ma
	Review of Federal Laws that can help	Mary & Dave	Description-Appendix II (Dave)
	How to be Heard on Capitol Hill	Carol	Handouts - PTA (Carol) LWV (Mary)
	Letter writing simulation	Mary	Case Study #1 (Mary)
	Public Hearings Simulation	Dave	Case Study #2 (Dave)

Noon	LUNCH -- served in meeting room if possible		Linda will check logistics
- - - - -			
Saturday 1:00 p.m.	Distribute NCRVE modules. State co-leaders will select (either by drawing or from list. This will be decided by trainers prior to meeting)	Dave	26 sets (Linda)
1:15	Study one selected module in preparation for reporting to group content and suggested strategy	State co-leaders	
1:45	Review of selected modules by state team Expansion as needed by Dave, Carol and Mary (Dave will try to flag key areas ahead of time from early NA data and assign Carol & Mary)	Dave	
5:00	Adjourn		
- - - - - -			
Sunday 9:00	State Teams as Change Agents. Discussion of process.	Carol	
9:30	Building your action plan for state meetings	State co-leaders	
10:30	Review of action plans by each state. Idea exchange/discussion/feedback		Newsprint/marker(s)/masking tape (Linc
12:00	Lunch		
- - - - -			
Sunday 1:00	Final Action Plan development for state meetings		Forms (Linda)
	Summary and wrap up.		Evaluation instrument (Linda)

NORTH ATLANTIC WORKSHOP PLAN

Names of Trainers:
Jo Hayslip
Kitty Cole
Bill Cauley

Training Location:
Sonesta Hotel
Hartford, Connecticut

Training Dates:
January 25-27, 1980
February 8-10 (backup in case of bad weather)

Contact Persons:
Jo Hayslip
105 London Road
Concord, New Hampshire
(603) 271-3471

Names of Trainees: To be added

Method for Assessing Trainees' Needs:
One-page needs assessment
Group Expectations exercise early in first session

Results of Trainees' Needs Assessment: To be added

Tentative Goals for Training:

1. To prepare 26 state co-trainers in 13 North Atlantic States to establish (or improve) comprehensive programs of career guidance
2. To train the co-trainers to develop the competencies to use the established modules to train local trainers

Tentative Objectives for Training:

Using the "PSIOE" (Planning-Supporting-Implementing-Operating-Evaluating) System, trainees will be able to

1. Develop an action plan for use in their separate states
2. Identify the features of a comprehensive career guidance program that could be adapted in their states
3. Implement their training in their states.

Anticipated Problems:
Weather
Materials
Logistics

Strategies for Solving Problems: Weather - Alternate dates (Feb. 8-10)

NORTH ATLANTIC TRAINING WORKSHOP AGENDA

Friday

7:30 p.m.	Get-acquainted activity - Hayslip Expectations activity - Hayslip Overview (mini lecture) - Phillips Slide-tape presentation - Cauley Trainer's Manual Walkthrough - Cole
9:30	Attitude Adjustment Hour

Saturday

8:30 a.m.	Warm-up exercise - Hayslip The Ideal Program (brainstorming) - Cauley The Legislative Process - Cauley and Cole Small group activity based on Expectations activity - Hayslip
12:00-1:30	Lunch in state teams
1:30	Douglas Community Simulation (Co-directors working together) - Cauley Administrative Mechanisms - Cole Interpersonal Communications (Mini-lecture/activity) - Hayslip
5:00	Attitude Adjustment Hour
6:00	Supper
7:00-9:00	Resources/Program Development (Review all modules in small groups) - Cauley

Sunday

8:30	Feedback from participants Action Plan Development (in state teams) Reports by state teams
12:00-1:00	Lunch in state teams
1:00-3:00	Pre-Workshop Problem Solving - Phillips/ Wrap Up and Evaluation - Phillips

WESTERN WORKSHOP PLAN

Names of Trainers:	Al Slawson Marylyn Hanson Dick Lutz
Training Location:	Hotel Utah Motor Lodge Salt Lake City, Utah
Training Dates:	February 8-10, 1980
Contact Persons:	
Names of Trainees:	To be added
Method for Assessing Trainees' Needs:	Needs assessment instrument to be completed prior to workshop
Results of Trainees' Needs Assessment:	To be added
Tentative Goals for Training:	
Tentative Objectives for Training:	See attached plan
Anticipated Problems:	
Strategies for Solving Problems:	

WESTERN WORKSHOP PLAN

Task	Objectives	Activity	Resources	Who is Responsible	Time	Comments
1.01 Introductions	State trainers will become acquainted and at ease as demonstrated by their openness to share	1.1 State Team Ice Breaker: Introduce name, location, etc. Positive question. 1.2 Staff Introduction	1.1 Tables and chairs 1.2 Participant Test	1.1 Slawson 1.2 Hanson	1 hr.	
2.01 Workshop Overview	Acquaint state trainers with agenda and training process for workshop	2.1 Review written agenda 2.2 Discuss facilitation	2.1 Printed agenda 2.2 Facility floor plan	2.1 Lutz	10 min.	
3.0 Project Overview	To introduce and acquaint State Trainers with the purpose and structure of project by listing the 5 key elements of the model	3.1 Slide-tape presentation 3.2 Project interrelationships overlay/discussion	3.1 Slide projector 3.2 Tape recorder 3.3 Overhead projector 3.4 Screen 3.5 Extension cord 3.6 Content Model 3.7 Paper	3.1 Hanson 3.2 Hanson 3.3 Lutz	45 min.	
4.0 State Trainer Role and Function	The trainees will be able to demonstrate their role by preparing an action plan for their state workshops	4.1 Display and discuss organization chart 4.2 Introduce and hand out Trainer's Manual 4.3 Discuss Manual 4.4 Discuss Action Plan	4.1 Organizational chart overlay 4.2 Trainer's Manual	4.1 Lutz 4.2 Slawson 4.3 Slawson 4.4 Slawson	1 hour	

Task	Objectives	Activity	Resources	Who is Responsible	Time	Commen
5.0 Training Model and Process	Participants will have knowledge of model and process and skill to apply same as evidenced by their ability to conduct their community simulation exercise	5.1 Presentation of the Model 5.2 Description of the process and outcomes 5.3 Simulated Community exercise 5.4 Trainer Needs Assessment exercise	5.1 Chart of Model (Ch. IV, Trainer's Manual) 5.2 Chart of process and outcomes 5.3 Community Simulation (Appendix 5) 5.4 Summary of Trainer Needs Assessment	5.1 Hanson 5.2 Hanson 5.3 Hanson 5.4 Hanson	2 1/2 hrs.	Result will b priori tized
6.0 Content and Materials Familiarization	Participants will be knowledgeable of the content of project modules as evidenced by their ability to each present 5-minute synopsis of a module	6.1 Present the organizational format of Legislative Awareness module via letter-writing activity 6.2 Same for Administrative Mechanisms module 6.3 Duos work with pre-selected modules	6.1 Materials Kits 6.2 Sample letter format	6.1 Lutz 6.2 Lutz 6.3 Slawson 6.4 Hanson	4 hours	
7.0 State Action Plans	Trainers, as a result of all previous activities, will develop Action Plans for implementing State Trainers' Workshop	7.1 Review the training process model, highlighting the content 7.2 Distribute and explain a suggested plan and format 7.3 Distribute blank work sheet 7.4 Duos develop rough drafts of their Action Plans	7.1 Display copy of training model and process 7.2 Workshop format sheet	7.1 Slawson 7.2 7.3 7.4	5 hours	

Task	Objectives	Activity	Resources	Who is Responsible	Time	Commen
		7.5 Duos share rough Action Plans 7.6 Duos receive feedback from group 7.7 Duos revise their Action Plans where necessary 7.8 Duos present final Training Action Plans				
8.0 Wrap Up	Trainers will evidence their capability to identify potential problems and solutions by listing concerns and preventative measures	8.1 Brainstorm potential problems 8.2 Prioritize problems 8.3 Apply force-field analysis to problems 8.4 Define actions to prevent problems	8.1 Flip chart or chalkboard 8.2 Marker pens or chalk	8.1 Hanson and Phillips	As needed	

APPENDIX 18

LIST OF TRAINERS

6/30/80

(As of 5/21/80)
(Updated 5/23/80)
(Updated 6/27/80)

STATE WORKSHOPS

SOUTHERN REGION - 14 STATES

State	No. of Workshops	Date of Workshop(s)	No. of Trainers	No. of Trainees
Alabama	1	3/21 - 3/22/80	1	5
Arkansas	1	4/4 - 4/5/80	1	4
Florida	1	3/14 - 3/15/80	2	11
Georgia	2	#1 3/9/80 #2 3/15/80	1 1	5 6
Kentucky	1	4/9/80	2	10
Louisiana	1	3/19 - 3/20/80	2	4
Maryland	1	3/21/80	2	9
Mississippi	1	6/7/80	1	5
North Carolina	1	3/14 - 3/15/80	3	9
South Carolina	1	5/5/80	1	3
Tennessee	1	3/12 - 3/13/80	1	12
Texas	1	3/21 - 3/22/80	2	5
Virginia	1	3/1 - 3/2/80	3	12
West Virginia	1	3/12 - 3/14/80	2	5
	15		25	105

(As of 5/12/80)
(Updated 5/23/80)
(Updated 6/27/80)

MID-WESTERN REGION - 13 STATES

State	No. of Workshops	No. of Workshop(s)	No. of Trainers	No. of Trainees
Illinois	1	3/24 - 3/25/80	1	5
Indiana	1	3/13 - 3/14/80	3	14
Iowa	1	3/14 - 3/15/80	3	4
Kansas	1	5/10 - 5/11/80	1 *	3
Michigan	1	2/29 - 3/1/80	4	16
Minnesota	1	3/10 - 3/11/80	2	22
Missouri	2	#1 4/9 - 4/10/80	2	10
		#2 5/29/80	1	7
Nebraska	1	3/27 - 3/28/80	1	6
North Dakota	1	** Delayed	1	2 **
Ohio	2	#1 3/8 - 3/9/80	1	5
		#2 3/14 - 3/15/80	2	8
Oklahoma	1	3/3 - 3/4/80	1	5
South Dakota	1	3/20 - 3/21/80	2	4
Wisconsin	1	3/11 - 3/12/80	2	10
	15		27	121

* Workshop conducted by National Trainer substitute who is not counted in total number of trainers

** Workshop delayed due to illness of participant. Trainer has provided preliminary briefing and guarantees at least two will be trained in July, 1980 at state expense.

(As of 5/12/80)
(Updated 5/23/80)
(Updated 6/27/80)

NORTH ATLANTIC REGION - 12 STATES

State	No. of Workshops	No. of Workshop(s)	No. of Trainers	No. of Trainees
Connecticut	1	3/22 - 3/23/80	1	5
Delaware	1	4/25 - 4/27/80	1	5
Dist. of Columbia	1	3/7 - 3/8/80	2	5
Maine	1	3/12 - 3/13/80	2	8
Massachusetts	1	4/12 - 4/13/80	2	10
New Hampshire	1	6/19 - 6/20/80	2	14
New Jersey	1	3/14 - 3/15/80	2	10
New York	3	#1 3/21/80	1	4
		#2 4/12/80	1	1
		#3 4/27/80	1	6
Pennsylvania	2	#1 4/9/80	2	10
		#2 4/19/80	1	4
Puerto Rico	1	2/24 - 2/25/80	1	5
Rhode Island	1	3/22 - 3/23/80	1	5
Vermont	1	5/9 - 5/10/80	1 *	8
	15		21	100

* Workshop conducted by National Trainer substitute, who is not counted in total number of trainers

(As of 5/12/80)
(Updated 5/23/80)
(Updated 6/27/80)

WESTERN REGION - 13 STATES

State	No. of Workshops	No. of Workshop(s)	No. of Trainers	No. of Trainees
Alaska	1	4/14 - 4/15/80	1	4
Arizona	0	---	2	-
California	1	4/12 - 4/13/80	4	17
Colorado	1	4/8 - 4/9/80	2	4
Hawaii	1	4/4 - 4/5/80	2	14
Idaho	1	5/12 - 5/13/80	1	9
Montana	1	3/28 - 3/29/80	1	5
Nevada	1	4/19/80	1	5
New Mexico	1	3/15 & 3/22/80	1	5
Oregon	1	6/27/80	1	7
Utah	1	3/31/80	2	9
Washington	3	#1 3/14 - 3/15/80 #2 4/11/80 #3 4/12/80	1 1 2	5 6 8
Wyoming	1	4/18 - 4/19/80	1	4
	14		23	102

NATIONAL TRAINING TEAM

North Atlantic

1. Mr. William Cauley, Counseling Supervisor, Employment and Training Administration, U.S. Department of Labor, 601 D Street, N.W., Washington, D.C. 20213, PH. (202) 376-3376. HOME: 5309 Riverdale Road, Apt. 701, Riverdale, MD 20840. PH. (301) 277-4292

2. Dr. Katherine Cole, Supervisor, Guidance and Counseling, Bowie State College, Bowie, MD 20715, PH. (301)464-3355. HOME: 3652 Warder Street, N.W., Washington, D.C. 20010, PH. (202) 882-0550

3. Ms. Josephine Hayslip, Director of Planning and Development, Division of Vocational Rehabilitation, New Hampshire State Dept. of Education, Concord, NH, PH. (603) 271-3471. HOME: 31 Van Buren Road, Laconia, NH 03246, PH. (603) 524-7927

Southern

1. Dr. John C. Dagley, Associate Professor, Counselor Education, 408 Aderhold Hall, University of Georgia, Athens, GA 30602, PH. (404) 542-1812. HOME: 100 Featherwood Hollow, Athens, GA 30601, PH. (404) 549-8982

2. Ms. Jane Razeghi, Education Coordinator, American Coalition of Citizens with Disabilities, 1200 15th Street, N.W., Suite 201, Washington, D.C. 20005, PH. (202) 785-4265. HOME: 5212 Olley Lane, Burke, VA 22015, PH. (703) 323-8150

3. Mr. Jim Preston, Executive Director, EDUCON, Inc., 601 N. Ferncreek Ave., Orlando, FL 32803, PH. (305) 898-9219 or 894-3738. HOME: 666 Stanhope Dr., Casselberry, FL 32707, PH. (305) 331-0670

Western

1. Ms. Marlys Hanson, Manager, Training Division, Lawrence Livermore Laboratories, P.O. Box 808, Livermore, CA, PH. (415) 422-8019. HOME: 1134 Geneva Street, Livermore, CA 94550, PH. (415) 455-1852

2. Dr. Richard Lutz, Supervisor of Guidance, State Department of Education, Old Capitol Building, Olympia, WA 98504, PH. (206) 753-6733. HOME: 3742 Gravelly Beach Loop, N.W., Olympia, WA 98502, PH. (206) 866-2456

3. Mr. Albert F. Slawson, Principal, High School Alternative Education, Tucson Unified School District, Tucson, AZ, PH. (602) 791-6135. HOME: 8857 E. Shiloh Place, Tucson, AZ 85710, PH. (602) 296-1601

Mid-Western

1. Ms. Carol Kimmel, Past President, National Parent Teachers Association, HOME: 1715 25th Street, Rock Island, IL 61201, PH. (309) 788-1186 or leave message at (309) 788-0673

2. Ms. Mary Kosier, Director of Career Education and Director, Central Kansas Career Development Project, Box 545, Newton, KS 67114, PH. (316) 283-0930. HOME: 1115 Pinecrest Court, Newton, KS 67114, PH. (316) 283-7670.

Mid-Western, continued

3. Dr. David E. Williams, Administrator, Employment and Training Administration, U.S. Department of Labor, Federal Building, Room 3000, 911 Walnut Street, Kansas City, Missouri 64106, PH. (816) 374-6411. HOME: Route 5, Box 42A, Liberty, Missouri 64068, PH. (816) 781-6906.

LEGISLATIVE PROVISIONS PROJECT

NATIONAL TRAINER NOMINEES

and SPECIALIZATIONS

MIDWEST

(M) Dr. David Williams - *Employment and Training*
Disadvantaged Concerns

(F) Ms. Mary Kosier - *Career and Vocational Education*
Career Guidance

(F) Ms. Carol Kimmel - *Parent/Citizen Involvement*
Community Development

ALTERNATE: Dr. William Erpenbach - *State Guidance*
(M) *Administration*
Legislative Awareness
Elected Officials

NORTH ATLANTIC

(F) Ms. Josephine Hayslip - *State Vocational Rehabilitat*
Administration
Women's Issues

(F) Dr. Katherine Cole - *Counselor Education*
Minority Concerns

(M) Mr. William Cauley - *Employment and Training*
Competency-Based Training

ALTERNATE: Ms. Marianne Abrams - *Business and Industi*
(F)

WEST

(F) Ms. Marlys Hanson - *Business and Industry*

(M) Mr. Al Slawson - *Local School Administration*
Alternative Education

(M) Dr. Richard Lutz - *Vocational Education*
State Guidance Administration

ALTERNATE: Mr. Larry Gotfredson - *Employment and*
(M) *Training*

SOUTH

(M) Dr. John Dagley - *Counselor Education*
Competency-Based Education

(F) Ms. Jane Razeghi - *Disabled Organizations*
Students' Issues

(M) Mr. Jim Preston - *Business and Industry*
Migrant and Prisoner Education

ALTERNATE:

(M) Male (F) Female

LEGISLATIVE PROVISIONS PROJECT

National Training Team Members

1. Mr. William Cauley, Counseling Research Supervisor, Employment and Training Administration, U. S. Department of Labor, Washington, D.C.

Mr. Cauley is nominated as one of two representatives of the Employment and Training Administration (ETA) on the National Training Team. He was the chief researcher and author of the U. S. Employment Service's Competency-Based Counseling Supervision Training Program. Currently on leave to the Washington headquarters of ETA, Mr. Cauley is responsible for training personnel in the states in the implementation of the comprehensive training program and materials. He serves as chairperson of the National Employment Counselors Association's Commission on Professional Preparation and Standards.

2. Dr. Katherine Cole, Supervisor, Guidance and Counseling, Bowie State College, Bowie, Maryland.

Dr. Cole is nominated as one of the two counselor educators on the National Training Team. In addition to being supervisor of guidance and counseling education at the college, Dr. Cole teaches career guidance courses and supervises practice for counselors in training. As a former public school counselor in the District of Columbia public schools, Dr. Cole will help the Team focus on the needs of large city minority youth and adults. She was the director of a Ford Foundation grant to remove sex role stereotyping in education. Dr. Cole is a board member of the National Vocational Guidance Association (NVGA) and is an excellent trainer and facilitator.

3. Dr. John C. Dagley, Associate Professor, Counselor Education, University of Georgia, Athens, Georgia

Dr. Dagley has been a counselor educator for 14 years, specializing in career development and career guidance. He has been actively involved in competency-based staff development efforts including a U. S. Office of Education-sponsored Career Guidance Project for the State of Georgia. Dr. Dagley is a skilled trainer and facilitator.

4. Ms. Marlys Hanson, Manager, Training Division, Lawrence Livermore Laboratories, Livermore, California

Ms. Hansen manages a large training staff at Lawrence Livermore Laboratories. She comes highly recommended as a professional trainer from the American Society for Training and Development (ASTD), a membership association of training and personnel directors in business and industry, and is chairperson of ASTD's 1980 National Conference on Career Development. Ms. Hansen has been a career development consultant for private corporations as well as the public sector including training Canadian counselors in the implementation of adult career counseling. Ms. Hansen is an excellent trainer and facilitator and will provide an important link to the business-industrial community.

5. Ms. Josephine Hayslip, Director of Planning and Development, Division of Vocational Rehabilitation, New Hampshire State Department of Education

Ms. Hayslip will represent state government administration on the National Training Team if selected and brings with her extensive experience in both vocational education and vocational rehabilitation. Her current efforts include the development of stereotype-free educational activities statewide as well as nationally as chairperson of the American Personnel and Guidance Association (APGA) Committee on Women. Ms. Hayslip has conducted numerous workshops on career guidance and is an excellent facilitator and trainer.

6. Ms. Carol Kimmel, Immediate Past President, National Parent Teachers Association, Rock Island, Illinois

Ms. Kimmel will bring the perspective of parents and involved citizens to the Project's National Training Team. She is a past Chairperson of the National Advisory Committee for Community Education, a member of the Board of Trustees of Southern Illinois University, Commissioner to the Education Commission of the States, and was a local school board member for several years. She currently serves as Chairperson of the joint PTA-March of Dimes project, Education for Responsible Parenthood. Ms. Kimmel will provide a vital home-school-community link for the Project.

7. Ms. Mary Kosier, Director of Career Education, and Director, Central Kansas Career Development Project

Ms. Kosier is currently the director of an 18-school district career development program for the Central Kansas Area Vocational Technical School service area. She also teaches Occupational Information courses as a member of the counselor education faculty of Wichita State University. Ms. Kosier is a former public school teacher and counselor and has served as secretary of the National Vocational Guidance Association. She will provide an important perspective of career guidance in the public vocational education setting.

8. Dr. Richard Lutz, Supervisor of Guidance, Washington State Department of Education

Dr. Lutz brings a strong vocational education background to the Team. He is a former teacher of distributive education, cooperative education, and industrial arts and completed his doctorate in vocational education administration. As a state guidance supervisor, Dr. Lutz has done extensive inservice training on comprehensive programs of career guidance. In the fall he will move into the area of special education and will be an important resource for the Team on learners with special needs.

9. Ms. Jane Razeghi, Education Coordinator, American Coalition of Citizens with Disabilities Inc., Washington, D.C.

As Education Coordinator for the Coalition, Ms. Razeghi represents approximately 75 major consumer and professional organizations for the disabled including the Council of Exceptional Children and the Council of State Administrators of Vocational Rehabilitation. She is currently directing a project funded by the Bureau of Education for the Handicapped to train disabled adults across the country to prepare for consultant roles in career education and vocational education. In addition, since Ms. Razeghi is working on her doctorate, she will provide the Team with first-hand experience with the issues and problems of students.

10. Mr. Albert F. Slawson, Principal, High School Alternative Education, Tucson Unified School District, Tucson, Arizona

Mr. Slawson will bring the perspective of a local school administrator who has developed creative education-community linkages to the National Training Team. He is currently principal of six high school alternative education programs ranging from dropout prevention programs to those for academically and vocationally gifted students. He is the President Elect of the American Association for Humanistic Education and Development. Mr. Slawson has also served as a dean of boys, counselor, teacher, and coach, and has strong training and community development skills.

11. Dr. David E. Williams, Administrator, Employment and Training Administration U. S. Department of Labor, Kansas City, Missouri

Dr. Williams is nominated as one of the two representatives of the Employment and Training Administration on the National Team. He formerly served as Chief, Branch of Counseling, Manpower Administration, U. S. Department of Labor in Washington. During that period he chaired task forces to design and implement job-related programs such as the Neighborhood Youth Corps and assisted in drafting basic documents that led to current CETA legislation. In addition, Dr. Williams served as a psychological assessment officer for the Peace Corps and worked in private industry as a personnel officer with Virginia Carolina Chemical Corporation. He is co-author of Community Counseling with Dr. William Amos of the U.S. Board of Parole.

12. Mr. Jim Preston, Executive Director, EDUCON, Inc., Orlando, Florida

Mr. Preston is nominated as one of two key links to the business world. As executive director of EDUCON, a private business and a subsidiary of Assessment Designs, Inc., he is involved in designing career development programs for businesses and industry. Mr. Preston was formerly Head of Placement, Follow-up, Occupational Specialists and Career Education for the School Board of Sarasota County, Florida. He has a background in guidance and counseling, migrant education, and prisoner education, and he worked as a skilled craftsperson in industry for a number of years. Mr. Preston will be a vital link between the public and private sectors.

Alternate

Dr. William Erpenbach, Supervisor for Counseling and Guidance, Wisconsin State Dept. of Public Instruction, Madison, Wisconsin

Dr. Erpenbach is nominated as a National Trainer Alternate instead of Trainer due to his time constraints for the fall. He will make time available for the Project if strongly needed. He has been a national leader in formulating federal career guidance legislation and regulations and has conducted extensive training on legislative awareness. In addition to the state administration background he brings to the Project, he is serving his second term as city councilperson and was recently elected mayor of his city.

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LEGISLATIVE PROVISIONS FOR GUIDANCE PROGRAM IMPROVEMENT WORKSHOP

WHO IS INVITED - You and other key guidance and counseling personnel across the country.

WHAT IS THE WORKSHOP ABOUT - How career guidance programs can be improved through the use of competency-based materials, and how you can involve community leaders and agency personnel.

DATE - Friday, November 30, 1979

TIME - 8:30 a.m. to 4:00 p.m.

PLACE - Quality Inn - Orangewood Room I & II
Aneheim, California

COST - No cost to participants

PRESENTED BY - The National Center for Research in Vocational Education
The American Vocational Association
The American Personnel and Guidance Association
The American Institutes for Research

FUNDED BY - The U.S. Office of Education
Bureau of Occupational and Adult Education

For additional information the Academy's toll free number: (800) 848-4815.

APPENDIX 20

Legislative Provisions for Career Guidance Program Improvements

November 30, 1979
Anaheim, California

Agenda

Welcome/Registration

Introduction/Overview

- o Who We Are
- o What Is In Store For The Day
- o What The Project Is About

What Are Your Needs?

Competencies for Career Guidance Personnel

- o How The Competencies Were Established
- o Try Your Hand at Ranking Competencies
- o How Could You Use Competency Statements

Break

Career Guidance Related Legislation

- o What Legislation Was Analyzed
- o An Overview of Sample Laws
- o Legislative Matrix

Comptency-Based Modules

- o How the Modules Came To Be
- o A Training Experience

Lunch

Program Support Materials

- o What Additional Information Do We Have?

How Can You Use the Training Materials?

- o A Look at the Trainer's Manual

The Project's Training Phase

- o Who's Being Trained
- o How They Are Being Trained
- o Do You Want to be a Trainer?

Break

A New Phase of Training

- o Pilot Implementation for 52 Sites
- o Do You Know of Field Sites?
- o What is a Technical Assistant?

Future Assistance

- o How Can We Help You?

Wrap-Up/Evaluation Form

APPENDIX 21

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8. Honorable Chalmers P. Wylie, Congressman, Ohio, United States Congress, Washington, D.C., (202) 225-2015.

9. Ms. Grace Basinger, President, National Parent Teachers Association, 700 North Rush Street, Chicago, Illinois 60611, (312) 787-0977.

10. David Pritchard, Project Officer
USOE/BOAE

11. Dr. Linda Phillips

12. Dr. Jane Howard Jaspers
APGA Subcontractor Representatives

13. Dr. Ronnie Posner
AVA Subcontractor Representatives

Staff in Attendance

14. Harry Drier

15. Linda Pfister

16. Karen Kimmel

17. Fred Williams

18. Walter Stein

19. Friedhlem Zanter

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APPENDIX 22

Minutes

National Advisory Committee Meeting

March 28, 29, 1979

Arlington, Virginia

For

Legislative Provisions for the
Improvement of Guidance Programs
and Personnel Development

April 17, 1979

National Advisory Committee Meeting For "Legislative Provisions For Improvement of Guidance Programs And Personnel Development"

March 28, 1979

Committee members present - Mr. Oscar Gjernes, Mr. Reid Rundall, Dr. Elaine "Tospy" House, Ms. Jane Razeghi (subsitute for Mr. Frank Bowe). Committee Meeting Facilitator - Dr. G. Brian Jones. Project staff present - National Center: Mr. Harry Drier, Ms. Karen Kimmel; AVA: Dr. Roni Posner, Mr. Wayne LeRoy; APGA: Ms. Jane Howard-Jasper; Mr. Mike Schutte; AIR: Dr. G. Brian Jones, Dr. Linda Phillips. USOE staff present - Mr. David Pritchard (Project Officer), Mr. Paul Gieb. Guest - Mr. William Crawley.

Note - The minutes are related to the desired outcomes of the meeting listed on pages 3 and 4 of the agenda. After each concern there is a statement on action taken by staff.

Prior to addressing the desired outcomes, David Pritchard provided an overview of how this project relates to past and future efforts of the USOE, Bureau of Occupational and Adult Education. He emphasized the fact that people need effective career guidance wherever they are and that an aim of this project is to train the appropriate persons in assisting individuals to receive career guidance, and counseling assistance.

Desired Outcome #1

Harry Drier gave a brief presentation on each of the project objectives. The presentation generated the following questions and concerns from the advisors.

1. A concern was expressed that a balance between the legislative side and the training side of the project be kept. To make sure that legislative inferences, mandates and changes be reflected in the training materials and Guidance Program texts.

   Staff will be using current legislative information in the state and federal analysis. Legislative modules will train persons on how to deal with changes in the legislation for their program improvement purposes.

2. Question was asked on whether the modules will identify specific institutions a person could attend to receive training in specific competencies.

   At the present time there are no plans to have this type of information in the modules. This concern may be addressed in the recommendations section of the final report. It would be possible to screen programs in the U.S. against the competencies and make a list of programs that deal with different competency areas if additional time and resources were available.

3. Question was raised regarding the target population of the project.

   Teams will be trained in the use of the materials. All of the teams can have the same composition (e.g., one school person, one community person, one parent, etc.) or they can have different compositions (e.g., one with secondary school focus, one with industry focus, one with community college focus, etc.). The latter composition pattern is preferred. Across all of the 102 state level teams as well as the national and regional training teams we will seek a balance across over 15 populations.

4. Question asked about how trainer dependent the materials will be.

   The training kit will be as trainer dependent as possible. With the use of transparencies, filmstrips, training guidelines and support material coupled with 4 days of training each trainee should have the basis to replicate the training.

5. Concern expressed over the number of training modules (42) and support materials.

   Project staff are now examining carefully the number of modules to determine whether modules can be reconfigured and combined. Support material will be carefully examined prior to inclusion. At the present time we are considering the combining of the following modules:

   a. (#39) Formative Evaluation and
      (#40) Summative Evaluation

b. (#11) Assessing Resources and (#12) Selecting and Organizing Resources and (#15) Developing Resources
c. (#22) Implementing Follow-through and (#30) Conducting Follow-up
d. (#41) Communicating Evaluation Results and (#42) Making Evaluation Based Decisions
e. (#13) Expanding Community Relations and (#37) Providing Logistical Support

If we were to blend these eleven topics into five broad based modules it would reduce our total of forty-two to thirty-one. Additional attempts will be made on this regard.

Desired Outcome #2

The list of desired outcomes that must be achieved during the meeting was approved by the committee.

Desired Outcome #3

Harry Drier described the possible roles and responsibilities of project advisors. It was decided that all advisors would receive copies of the quarterly reports and that they would review portions of materials while under development based upon their areas of expertise as well as attend at least three called meetings. Also, individual advisors are to report to Harry Drier on how they or their agencies would like to be further involved in the project. The following roles are desired by the project staff.

- Act as spokespersons for the project
- Write articles on project with agency
- Assist in preparation of project General Audience Brochure
- Assist in conducting National Briefing and Dissemination Conference
- Assist in identifying trainers and trainees
- Identify material we should be using

Desired Outcome #4

Harry Drier presented key concepts used in the project by defining words in the project's glossary and by explaining the three major components of the project's conceptual framework (i.e., target groups, program development activities, and consumer outcomes).

Concern was expressed over the inclusion of school focused terms in the glossary (e.g., career education and curriculum infusion strategies).

In order for the glossary to be reflective of all target areas, school focused terms along with terms for other audiences should be defined. Project staff will attempt to assure that school-focused terms are not over emphasized, and the glossary will be under constant revision through the next twelve months.

Desired Outcome #5

Linda Phillips presented AIR's work on identifying critical competencies for career guidance change agents. She distributed the packet of competencies that is being reviewed by consultants and requested persons present at the meeting to each review one or two of the competency areas. Through this process it was determined those competencies related to obtaining funds by the writing of state plans were omitted. Dave Pritchard indicated that he would review the competency areas to be sure the obtaining of appropriate funds is addressed. Linda Phillips will call Mr. Pritchard during the week of April 10, 1979 to obtain his advice on the subject.

March 29, 1979

Individuals present - All listed for March 28th with the addition of Dr. Edwin Herr, an advisor.

Desired Outcome #6

Mike Schutta gave an overview of what has transpired to this point in regards to the analysis of federal legislation. He indicated that the information has been selected and an editor was pulling it together. Advisors were requested to receive sample portions of the analysis for review.

A concern was expressed over the comprehensiveness of the list of laws analyzed.

Some advisors thought that perhaps other laws should be examined.

Project staff decided that no additional pieces of legislation could be analyzed; however, an annotated listing of other pertinent laws will/could be made. Jane Razeghi suggested that she could provide information on legislation for the handicapped and send to AVA.

Desired Outcome #7

Wayne LeRoy (AVA) presented the analysis of state legislation and plans. Eleven states were selected for illustrative purposes, and their legislation and plans are being analyzed by persons in each of the states. A number of concerns were brought out in this area.

1. Concern was expressed over whether or not some exemplary states possibly were overlooked in the selection process.

Project staff indicated that they thought selection process was sufficient and that the states were selected only to illustrate what is occuring at the state level.

2. A concern was expressed about whether laws being analyzed were education specific.

   Project staff indicated that even though persons conducing the analysis were from education, most of the legislation being analyzed are from areas, such as justice, rehabilitation, CETA, elderly, etc.

3. A concern was expressed over the fact that states selected had large urban areas and, therefore, were somewhat wealthy. Perhaps a rural state should be looked at.

   After considering this suggestion, project staff decided that it would not feasible to start an analysis at this point in time. It was also pointed out that some of our states in the study are over 85% rural but we tend to identify mainly with the big cities in those states e.g., Texas, Indiana, Wisconsin.

3. A concern was expressed over the data collection process for obtaining data on competencies, resources, and legislation. It was suggested that information be added so that it can be placed on computer to determine voids.

   Project staff are considering cross reference coding possibilities. A meeting is planned with a National Center programmer and computer expert to see if the needs of the project computerization of our data could be cost and time effective.

4. Concern expressed that staff be sure to examine the idea of administrative machinery and that is be covered in the competencies.

   Suggested that Dave Pritchard review competency areas 10, 12, and 16 to insure that administrative machinery ideas are covered. Dr. Linda Phillips will interview Mr. Pritchard via the phone to ascertain the specifics of "Administrative Machinery."

Desired Outcome #8

Karen Kimmel presented the status of the career resource search. Approximately 1700 agencies were contacted, however, the response rate has been somewhat low. Procedures for depicting the resource information also were presented. Her presentation generated the following suggestions.

1. The listing of contact persons was perceived as being very complete; however, some additional contact agencies/persons were suggested.

   Project staff will communicate with as many of these contacts as possible. As special concentration on corrections will be made.

2. Personal follow-up was suggested for key non-respondents to the survey.

   We are planning a number of follow-ups at this time.

3. Additional criteria for inclusion of resource listing in project material included.

   1. quality of materials,
   2. replicability of materials
   3. cost of materials
   4. relevance to multiple modules
   5. feasibility of taping all or key materials (and possible translation into braille).

   Project staff will consider all of the above when developing final criteria for inclusion of resource information in the training modules.

Desired Outcome #9

Harry Drier gave a short presentation on the packaging of the training modules. He indicated that each of the modules will contain both the discussion of the content of a specific competency area and training materials that relate to that competency area. Karen Kimmel presented a sample module and requested feedback on the format and level of the activities. The following suggestions were made:

1. Include flow charts indicating how the module relates to the others in the training kit.

   Project staff will incorporate at least two flow charts in the module format. Two model drafts are now under preparation.

2. Be sure that your examples are not all school-based.

   Project staff will make every attempt to ensure that various settings are used when providing examples.

3. Be sure that the learning (training) experiences will be useful to the mix of audiences who will use the materials.

   Each learning experience will be carefully examined for its applicability for the target audience to be trained by the project. Special advisors will help us both review the initial module drafts and develop appropriate learning experiences as needed.

4. It was suggested that learning objectives be included in every module.

   Each learning activity will have a learning objective. The second draft of our first module now includes such objectives. All future writers will be instructed to develop same.

Desired Outcome #10

Harry Drier briefly presented the idea of using support materials in the training kit. It was advised that the number of support materials be carefully considered.

Project staff will develop criteria and throughly examine each potential support resource against criteria prior to determining its inclusion.

Roni Posner presented options for the motivational audio-visuals in the training kit. The options were a film and a film-strip/cassette. After a discussion of the two options, advisors suggested that a filmstrip/cassette would be the most feasible.

Project staff will outline plans for the development of a filmstrip program, focus, format, length, etc., and share these with the advisory committee.

Desired Outcome #11

Jane Howard-Jasper (APGA) presented the pilot test design. Some concerns were expressed regarding the representation of various categories of individuals in the pilot test.

Project staff will review carefully the list of suggested names for the pilot test and make any appropriate changes. Dr. Jasper and Harry Drier are now working to complete the nominees for the pilot test at this time. It is expected that the list will be submitted to project officer in mid-April.

Desired Outcome #12

Roni Posner briefly described the evaluation design. Because of the limited time left in the meeting she requested the advisors to review the plan and provide input by the mail.

Desired Outcome #13 - 14

Discussion of these desired outcomes was tabled until the next advisory committee meeting. Materials are in the project binders and it was requested that the advisors review and provide reactions to these items as soon as possible.

Desired Outcome #15

This desired outcome will be resolved through mail and phone communication. It was tentatively planned, however, that the next advisory meeting would be between the pilot test and national training activities.

Meeting adjourned March 29, 1979 at 4:00 p.m.

Miscellaneous

The following are some additional comments that were very helpful and didn't relate to any specific agenda outcome area.

1. Consider the special need of your national/regional and state trainers, e.g., wheelchair, blind, deaf, etc. What provisions do we need to consider?
2. Check into resources for career guidance that are in braille or audio visual type.
3. Be especially concerned with the reading level of all materials.
4. Consider doing a pre-post type evaluation at the regional and state levels and have the trainers as a part of their pre-workshop planning conduct pre-assessments and structure their workshops accordingly.
5. Is there a way of coding (a) resources (b) consumer outcome (c) legislation (d) competencies through the use of the computer.

MINUTES

National Advisory Committee Meeting

August 27-28, 1979

Columbus, Ohio

For

Legislative Provisions for the Improvement of Guidance Programs and Personnel Development

September 5, 1979

National Advisory Committee Meeting For "Legislative Provisions For Improvement of Guidance Programs and Personnel Development"

August 27, 1979

Committee members present - Mr. Oscar Gjernes, Dr. Barbara Thompson, Ms. Grace Basinger, Dr. Edwin Herr, Mr. Walter Davis, Mr. George Lehner, Dr. Elaine "Topsy" House, Dr. Frank Bowe. Committee Meeting Facilitator - Dr. G. Brian Jones. Project staff present - National Center: Dr. Robert Taylor, Mr. Harry Drier, Ms. Karen Kimmel, Mr. Fred Williams, Mr. Friedhelm Zanter; AVA: Dr. Roni Posner; APGA: Dr. Jane Howard-Jasper, and Dr. Linda Phillips. USOE staff present - Mr. David pritchard (Project Officer).

Note - The minutes are related to the desired outcomes of the meeting listed on pages 3 and 4 of the agenda. After each concern there is a statement on action taken by staff.

Prior to addressing the desired outcomes, Dr. Robert Taylor, Executive Director, The National Center for Research in Vocational Education, presented a short briefing on the National Center, its mission and major research, development, evaluation, and information services.

Additionally, David Pritchard provided an overview of how this project relates to past and future efforts of the USOE, Bureau of Occupational and Adult Education. He emphasized the fact that people need effective career guidance wherever they are and that an aim of this project is to train the appropriate persons in assisting individuals to receive career guidance and counseling assistance. Also, he generally identified the major aspects of the new "contract" that will be funded by USOE that is viewed as a sequel or an extension of this current project. Lastly, Mr. Pritchard defined key concepts and terms being used in this contract and presented a perspective of career development and career guidance programs that is needed in order to improve the state of the art in this country. Key terms included in this perspective were: (1) broad life long concept of career, (2) guidance as a systematic and developmental program, (3) the differences between the terms career guidance program and guidance program, (4) linkages, (5) team concept, (6) comprehensiveness as it is related to guidance programs, (7) local guidance teams, (8) diversified settings in need of improved career guidance programs, (9) guidance programming and delivering, and (10) legislative provisions for guidance.

Desired Outcome #1

To review, revise and approve minutes of last meeting - March 28 and 29, 1979.

Three minor changes were made to the minutes and they were approved.

Desired Outcome #2

To summarize the committee's consensus reactions to an overview and status of this project, to list any recommendations the committee approves for modifications in this project, and to specify a tentative action plan and schedule for each approved recommendation.

Harry Drier gave a brief presentation on each of the project objectives, methods and performance to date. The presentation generated the following questions and concerns from the advisors.

a. Who are the modules intended for?

b. What types of persons will be trained as trainers?

c. What expectations do we have for the trainers and teams once they are trained and have materials?

d. Do we know what the standards are or should be regarding guidance personnel?

e. We need exacting criteria for the selection of trainees.

f. It was pointed out by David Pritchard that while many of the recommendations suggested to this point are normally worthy of considerations, it is important to note that this project is funded through a contract and little flexibility is possible. Mr. Pritchard pointed out those deliverables that are expected and will be continued to be expected.

Desired Outcome #3

To approve or revise (delete from or add to) the list of desired outcomes that must be achieved during the remainder of this day and one half committee meeting.

The only point of clarification was made by David Pritchard who instructed the committee that within Desired Outcome #12, the focus on the RPP "Guidance Team Training" should not be as a continuation of this contract but as a sequel. The contract has not yet been let and there is competition with the National Center on the RFP.

Desired Outcome #4

To review project's completed efforts to develop a comprehensive set of Guidance Change Agent Competencies, react to and accept this effort as being complete.

Dr. Linda Phillips discussed the process utilized by AIR under the subcontract with the National Center to produce the current set of 218 competencies. Harry Drier also presented on the types of additional credibility reviews given to the competencies with nonproject funds such as those reviews conducted by (1) 150 state department personnel, (2) 100 adult educators, (3) 100 counselor educators and (4) 75 large city directors. He pointed out that a very substancial report will result from this effort sponsored with AVA and NVGA association funds.

The following are a number of questions and responses that followed the presentation.

Question #1: How do these competencies relate to past work of such agencies like AIR.

Response: Each AIR. module, and those matierals of numerous others past and current contracts and grants have been drawn upon.

Question #2: Are there some competencies that are deemed to be more critical than another and if so how are these being delt with in the modules?

Response: Within each of our 42 competency areas we did determine (through credibility review) those one or two competencies that seemed to be most important. These competencies were to be given highest priority in the modules. It was pointed out that most of the 218 competencies were in fact translated into Learning Objectives and Learning Experiences.

Question #3: What kind of review did the competencies receive?

Response: Initially the following reviews were provided:

1. six paid consultants
2. twenty-four Florida counselor educators
3. six staff persons

Question #4: How were the administrative mechanisms competencies developed?

Response: Fred Williams discussed the process used in communicating with eight national/state leaders concerning competencies in this area.

The four module competencies and the substance of the module are the direct results of many hours of phone conversations with these consultants.

Question #5: Are there any additional plans to validate the project's competencies especially as against the performance of guidance program change agents?

Response: Harry Drier related a five-year plan at the National Center to incorporate these competencies and the modules into the continuation of the Performance Based Teacher Education Module system. We will also use the APGA and AVA preconvention sessions to help validate the competencies.

Question #6: Realizing that the AIR modules are competency based why didn't we adopt or select for modification their materials?

Response: All available AIR modules were reviewed closely and those that were appropriate were purchased and provided to authors of the current modules under development. The option of adopting an existing system or parts there of was not considered because it was not felt that this option was open for consideration.

It was also pointed out that the AIR modules use a different format and this project wanted module format consistency. Additionally, the AIR modules do not have competency statements but are in objective form. It is viewed that the AIR modules are an excellent beginning and the current modules bring a new level of specificity and comprehensiveness to the whole area of competency based guidance training materials.

Lastly, it was pointed out that a number of AIR modules are being considered as project support materials.

At this point the committee approved the competency project task as completed.

Desired Outcome #5

To review, react to and give recommendations concerning: (a) the process that was used in developing modules, (b) consultants used, (c) format and (d) packaging of the individual as well as the total set of competency based guidance modules, including transparencies.

Harry Drier discussed the work that has been performed during the past five months and the results of these efforts. First of all a brief discussion concerning the nature of the 218 competencies that serve as the basis for all modules were discussed. A discussion followed concerning how certain competencies were combined into broader modules closely related. this action reduced the 42 planned modules down to a total of 31. The format was presented and rationale for adoption provided.

The following are a number of questions and responses that followed the presentation

Question #1: How will you assure that the competencies and focus of the administrative mechanisms module address such topics as guidance programs not project; all aspects of the administrative requirements such as types of data to be recorded and reported; use of advisory groups, local and state planning?

Response: The following are our plans to fulfill the intent of the above concerns.

Action: Step 1

1. Will analyze concerns and recommendations of pilot testers.
2. Will analyze written advice on the module by project officer.
3. Will relate 1 and 2 above to current module.
4. Drier will rewrite the competencies.
5. Drier will rewrite module to reflect new competencies.
6. Phone conversation with key state consultants will be used to gain content advice and references.
7. Revised module plan will be reviewed with project officer.

Question #2: What will be done to assure that there is consistency in the use of terms and that a common philosophy is used throughout the modules?

Response: It is recognized that different meanings have been given to terms and at times various philosophies surface in various modules because a large number of authors were hired to help write. The following actions are being planned.

Action #1: Glossary - The existing glossary will be checked for acceptability of contract philosophy.

The modules will be reviewed to determine if new terms need to be defined.

A new glossary will be completed by September 30, 1979 and placed in the expanded version of the Trainers Manual--"Program Introduction and Trainers Manual."

A mini glossary will be developed for each module.

Action #2: Conceptual Framework and Program Philosophy - The project director will develop a section/chapter for the new trainer's manual which defines the career guidance program and career development theory focus that serves as the foundation to all modules. This will be completed by September 30, 1979 and built into the trainer's manual and used by all staff in their rewriting efforts.

Action #3: We will construct a explanatory section for the revised trainer's manual that explains the total guidance program system reflected in our 31 modules.

In summary, the following are actions that will be reflective in the revised project materials.

An introduction to the modules, a new part of trainer's manual, will be developed to include at least the following:

I. Introduction

To describe the purpose of the manual--it is to provide an overview of the total set of modules, it is to give the conceptual framework of the project, it provides information on the organization of each module.

II. Conceptual framework

Brief description of the underlying concepts behind the project--career guidance programming, various settings, all age levels, cooperative-linking effort, etc.

III. Glossary

Specific terms used throughout the module, e.g., career guidance change agent, guidance, career guidance, teaming, program, etc.

IV. Explanation of module organization

- Introduction
- Legislative Index
- Module Focus
- Text
- Learning Experiences
  - Overview
  - Individual Activity including feedback
  - Group Activity
    - Facilitator's Outline
    - Notes
    - Participant Materials
    - Transparency Masters
- Evaluation Techniques

V. Procedures for Using Modules

Do not necessarily need to complete all modules based on need.

Do not need to use each learning experience within module only as need demands and time allows.

VI. Overview of Modules

Brief description of the fact that modules are competency based and what that means as well as the general purpose of modules.

Brief description (1-2 sentences) of the contents of each module by area with listing of modules along left side.

Linear layout of modules will be developed.

Question #3: Realizing that the project materials reflect a major emphasis on teaming--(diversified persons working as a team to improve guidance programs) how will the materials and training help build teaming skills.

Response: An attempt is made throughout all the materials to reflect the concept that various school/community personnel who are team members have diversified sets of skills and that based upon persons assembled in a given setting these skills will be utilized in a planned way. References are/or will be made throughout the materials to reflect this concept.

Additionally, we have specific modules that deal with teaming, e.g., A-1 - Guidance Program Change, A-2 - Guidance Program Development Team, A-4 - Guidance Program Planning, B-4 - Public Relations and Community Involvement, C-2 - Tutoring, C-9 - Consultation, and D-3 -Logistical Support.

In training, a heavy focus will be on building team skills and relationships for those team members who have to work together while they are from around a given state. I am not sure how this will be carried on after the project is ended. The sequel project will handle this concern for some of its trainees. Hopefully, state leaders will have the insights to use these teams after they are informed of their names, interests, and capabilities.

Question #4: How will the Federal Legislation be incorporated into each module?

Response/Action: Project staff will accomplish the following actions:

1. A new introduction to the legislative sections within the modules will be developed.

2. A different placement of these legislative sections will be considered in each module.

Question #5: How will the resource materials be used within each module?

Response: Each module will have a section on resources which will be in abstract form that represents the best support materials that we found from our national search.

Action: The following are the eight (8) steps that we are now taking and will be accomplished by September 30, 1979.

Procedures abstracting resource information for critical modules

1. Obtain listings of competencies for each of the critical areas. This will serve as one set of criteria for selection of materials.
2. Go through each of the critical modules and identify any resources or references used to develop the module. This is a key to what resources might be most valuable.
3. If references in #2 above seem appropriate and are available within our library, select them for review.
4. Using the two volumes of our current Career Guidance Resources, identify any already abstracted materials that might relate to the module area.
5. Obtain those resources referenced in the #4 above from the project library so they can be reviewed and possibly re-abstracted to focus on the module area.
6. Go through the remainder of the project library to determine additional materials that relate to the module areas.
7. Identify in the AIR modules those materials that they have referenced and abstracted and consider these for use.
8. After reviewing all identified resources for a particular module, abstract the five best.

Question #6: Realizing that the current module drafts, in most cases do not include complete references what will you do to rectify this problem?

Response: Project staff have developed plans to complete referencing in all modules. The following steps are summary of this effort.

Action: Completing Referencing:

1. Read through each module and record all references which are made in a module.
2. Determine which referenced items are not listed on a reference sheet or not completely referenced. Mark this information on the reference sheets.
3. If missing information is available at the National Center then we will complete the reference ourselves.
4. If information is not available to staff then staff will contact appropriate authors for additional and complete reference information.

Desired Outcome #6

To review and discuss the (a) design for national pilot test, (b) selection process, (c) member representation and (e) evaluation design used. Additionally, the result of the pilot test will be presented and recommendation will be sought regarding (a) module revision, (b) issues identified at pilot test and (c) revision alternatives.

Dr. Jane Howard-Jasper gave a general overview of the purpose and process of the project's national pilot test. It was pointed out that the pilot test was not a true test of the training aspects of the project but it was more of a material and training methods review.

Dr. Linda Phillips then presented the general results of the pilot test (see pilot test design in 3rd quarterly report). She also described the trainer's manual and the results of the pilot testers review of same. Karen Kimmel presented general reactions of the pilot testers to the modules. The following were general suggestions made to staff regarding all 32 modules.

1. Clean up jargon.
2. Cut down on narrative.
3. Cut down on theory.
4. Emphasize skill building, not knowledge gaining.
5. Increase legislative emphasis.
6. Don't promise more than modules can deliver.
7. Make sure special populations are addressed.
8. Reformating concerns/recommendations
    a. put reading with learning experiences
    b. relocate legislative sections
    c. develop new flow chart

9. Editing concerns
   a. cut down on school references
   b. check duplications
   c. check on contradictions

It was suggested that the trainer's manual be sent out to national and regional trainers prior to their workshops. This will give them time to study and self prepare. Associated with this point it is important to note that for the national and regional trainers a major focus will be on training process rather than career guidance program content.

As a result of the pilot test the following actions are being taken to analyze data, and develop module level revision plans. In all we have 110 sets of data back across the 32 modules that need to be analyzed.

Action:

1. All modules data organized.
2. Hire 2-3 persons (Ohio State Dept.) to complete 1st step of intergrating pilot test data. (Sept. 4-6, 1979)
3. Combine (a) all written comments on actual modules and (b) written comments on module evaluation sheet.
4. Develop score averages for each review question and for the total module(s).
5. Analyze all written comments, and staff notes from pilot test and national advisory committee meeting and develop specific revision plans for each module.
6. Check all modules to determine any new terms that should be included in glossary.

As a result of this discussion we came up the following priority ratings for the 31 modules. Staff will work on these modules then according to the modules position on this listing.

First Priority - Critical modules

A-1 Guidance Program Change: Identifying and Planning for Alternatives

A-2 Guidance Program Development Team: Organizing Key Personnel

A-4 Guidance Program Planning: Building a Model Through Goals and Objectives

A-5 Client and Environment Needs: Determining Current Status and Desired Outcomes of Career Guidance Program

A-6 Implementation Strategies: Selecting Objective-Based Guidance Activities

B-1 Legislation: Influencing Public Policies for Improved Guidance Programs

B-6 Administrative Mechanisms: Using and Complying with Public Policy for Improved Guidance Programs

E-1 Evaluation: Determining Effectiveness of Guidance Program Components and Program Impact

Second Priority - Modules that we will attempt to finish if resources and time permit

B-3 Resources: Organizing in Order to Make Full Use of Guidance Program Resources

B-4 Public Relations & Community Involvement: Improving Gudiance Programs Through Increased Community Support and Participation

B-5 Staff Development: Improving Guidance Program Development Through Staff Learning Activities

D-1 Program Operations: Ensuring the Successful Operation of a Career Guidance Program

Third Priority - In priority order

A-3 Career Development Theory: Establishing a Rationale for Program Development

C-11 Pilot Testing: Trying Out Guidance Activities

C-12 Research: Studying Guidance Research Issues and Practices

B-2 Proposal Writing: Obtaining New Funding For Career Guidance Programs

D-3 Logistical Support: Ensuring Availability of Supplies and Services for the Guidance Program

C-9 Consultation: Conferring with Others to Ensure Meeting Clients' Career Development Needs

E-2 Evaluation-Based Decisions: Communicating and Using Evaluation Results for Improving Guidance Programs

Fourth Priority - In priority order

D-2 Professional Growth: Ensuring Continuous Growth in the Career Development of Guidance Program Staff

D-4 Information Processing: Organizing for Effective Guidance Program Information Flow

C-10 Equity and Client Advocacy: Representing Clients in a Nonstereotyped Atmosphere

C-13 Ethical and Legal Standards: Developing A Code of Ethics for Guidance Personnel

C-12 Research: Studying Guidance Research Issues and Practices

C-6 Follow-Through and Follow-Up: Facilitating Program Leavers' Adjustment and Guidance Program Improvement

C-1 Counseling: Providing Counseling to Individuals and Groups

C-4 Curriculum-Based Gudiance: Infusing Guidance into Instruction

C-2 Tutoring: Individualizing Guidance Program Activities

C-8 Home-Based Guidance: Involving Significant Others in the Guidance and Counseling Process

C-5 Placement and Referral: Linking the Guidance Program and the Community

C-7 Career Resource Centers: Coordinating Guidance Program Career Information and Related Activities

C-3 Computerized Gudiance: Conducting Computer-Assisted Program Alternatives

Lastly, additional comments that have bearing on our project improvement efforts are provided below.

A. We need to know what the status (skills and knowledge) of field trainers are prior to module training.

B. Don't assume that all trainees are starting from the same point. We might even need to consider regional differences.

C. We need to walk the learners through the total training package before we get into the actual training.

D. Build in degrees of flexibility in training design at all levels.

Desired Outcome #7

To review, discuss, and provide recommendations for improving the project impact of the federal and state legislative analysis task. The critical aspects of this review will include the following: (a) is the matrix clear regarding the intended legislative reference to various program components and groups, (b) do the descriptions clarify major guidance focus of each law, (c) comprehensiveness of law coverage, and (d) overall format. Approval needed to finish these tasks.

Harry Drier gave a description of the contract mandate and project procedures regarding both federal and state legislation. It was pointed out that the federal legislative analysis was to be exhaustive and the state legislative analysis was to be exemplary only.

The following are questions, responses and suggested actions resulting from this discussion.

Question #1: Why isn't there state legislative information in each module similar to that of the federal legislation?

Response: The materials did not seem to lend themselves to such use because of the limited information that was received.

Action: Another review of the state legislative material will be made to see if any of it could have use in some/all of the modules. Information will also be requested from Dr. Robert Gibson, contractor at the University of Indiana as per suggestion by the project officer.

Question #2: Why was the module level legislative analysis place in the front of each module without specific references.

Response: The legislative materials were put in the modules at the last minute before pilot testing.

Action: Introductory sections will be developed for all modules, the legislative sections repositioned, and we will attempt to put in appropriate state legislative sections.

Question #3: Won't you need examples of laws, federal registers, conference reports, rules and regulations, etc. to help the trainer provide adequate training during the workshops?

Response: Yes

Action: Appropriate copies of the above materials have already been acquired and are in the process of being placed into the legislative module training experience sections.

Desired Outcome #8

To review and react to the National, Regional, and State Training Workshop: (a) trainee selection, (b) training design and (c) location. Specifically, we desire ideas for improving methods, timing, locations, etc.

Dr. Linda Phillips presented the criteria and methods being used for national and regional trainers. There was a concern for the lack of Hispanics on the teams and several recommendations were made concerning nominees. Recommendations were made concerning allowing larger states to have more than two training teams and smaller states might only need one team. Additionally, it was recommended for states where few nominees appear or where there is not a good mix of personnel that we call key persons in those states in an attempt to identify potential team members and to request their help in gaining personnel commitments. It was pointed out that we might find persons who might be willing to serve on the teams without compensation and we should remain open to this option.

Frank Bowe suggested that we look closely at their project on change agents to gain insight on how to provide the needed support for those persons who are expected to be change agents in concerned settings/agencies.

Lastly, it was recommended that the national training workshop be postponed until November, 1979 so that the critical modules could be prepared with improved quality.

Actions:

1. National Training Workshop now scheduled for November 1-3, 1979.
2. Steps are being taken to increase in some states the number of qualified trainees.

Desired Outcome #9

To discuss the request for proposals that has been announced for the continuation of the project for 24 months and seek advice and recommendations concerning its objectives, methods, and expected outcomes. To discuss the overlap of activities with this contract and key tasks and timing issues that could be the result of this new continuation contract.

David Pritchard gave a very complete description of the intent and expected results of the new RFP on "Guidance Team Training". He made it clear that this project/contract is a sequel to the current contract not a continuation.

Desired Outcome #10

To review, suggest modifications and tentatively approve our plans and drafts for the project's training support materials. Specifically, we desire suggestions and reactions to our use of the slide presentation (focus-intent-format-length).

Dr. Roni Posner, AVA, briefly described the intent of the sound/slide presentation and how it was to fit into the total training program. She then had the committee review the total A.V. presentation and asked for reactions. The following is a summary of comments and recommendations offered by the group.

1. Numerous terms are used incorrectly and some are inconsistent with the project's/contract's philosophy, e.g., guidance programs, guidance services, guidance personnel, guidance specialist, etc.
2. The notion of guidance which is everything to everyone contradicts the programmatic thrust to guidance in the project.
3. Reduce the heavy emphasis on Washington, D.C. being the one and all seat of legislation.
4. The A.V. needs improvement in the area of describing the career development process, the process of guidance programs, etc.
5. Take out the reference to the improvement to guidance profession but rather the career development of clients.
6. The song portion of the tape needs to be reconsidered. While the song is catchy as is it doesn't add much to the A.V. purpose. It was suggested that we develop a "voice over" narrative on career development and career gudiance program process during this time slot and even cut the length if needed.
7. Build a strong understanding of the concept of Career Guidance Program Team and Change Agent.
8. The filmstrip suggests that guidance is a group of "fragments". Major priority needs to be put on "quality" guidance and the "programmatic" aspects of gudiance programs.
9. Build in the concept of "community linkage" in script.
10. Describe the elements of a comprehensive career guidance program.
11. Be specific on who it is that needs to be trained.
12. Describe who we mean by the pronoun "we" early in the script.
13. Eliminate the concept that guidance is all around us and being performed by everyone.
14. Most visuals don't capture adequately the message of the audio portion of the slide presentation. Pictures seem very repititious and sometimes dwells too long on various slides. Maybe visuals should move faster and audio a little slower. Also get a wider array of slides showing the mix of settings with which this project is concerned.

15. Need to build in a full set of credits.

16. Cut out the woman's voice. One voice is sufficient.

17. Examine all the still face/body shots of people. Use them only is they are truly important to depict the special population. Action photos would be more expressive.

18. De-emphasis the "Washington, D.C." image.

In summary it was pointed out the the following are/should be the primary purpose of the A.V.:

1. Project orientation

2. Motivational towards supporting guidance

3. Understanding of career development process

4. Understanding of career development needs

5. Understanding of career guidance program

6. Understanding of career guidance process

7. Understanding of career gudiance team concept

8. Understanding of legislation as it relates to the 7 above points

The seven points should give the direction to the total A.V. presentation.

Desired Outcome #11

To review, react to, and approve our project's evaluation design. Specifically, we desire reactions to the methods and design associated with the evaluation of: products; national, regional, and state level training activities; and the national dissemination conferences.

This agenda item was not covered fully and the desired outcome was not met. Generally, the evaluation for the pilot test was discussed and modifications that will need to be made for the remaining national/regional and state workshops were addressed.

Action: 1. The project director will meet with AVA-Roni Posner on 9/12/79 to finalize evaluation plan and forward this to the advisory committee members for their review and reactions.

2. Workshop-focused, competency-based, and process-focused evaluation sections are being developed for each module. Additionally, evaluation criteria are being developed for each module.

Desired Outcome #12

To review, react to, and tentatively approve our project's plan regarding a disseminaiton conference. Specifically, recommendations and reactions are desired for (a) conference format, (b) topics and proposed audience for conferences, (c) location and timing of conferences, and (d) suggested speakers.

This desired outcome was not addressed due to time limitations.

Actions:

1. Arrangements have been made to have a Pre-AVA Convention, 6 1/2 hour dissemination activity on Nov. 30, 1979, Aneheim, California.
2. Arrangements have been made to have a 2 1/2 hour sectional meeting on the project on Dec. 1, 1979, as a part of the Gudiance Division Convention programming at the National AVA Convention.
3. Tentative arrangements have been made to conduct a 1 day Pre-APGA Convention dissemination workshop in Atlanta, GA, in March of 1980.
4. A proposal has been submitted to conduct a 2 hour APGA/NVGA convention workshop, March, Atlanta, GA.

Desired Outcome #13

To review, react to, and tentatively approve project plans for the methods, content, and dissemination of the general audience brochure, professional newsletters, and journal articles.

This agenda item was postponed due to time limitations.

Action: The project director and project officer will meet to discuss the specifics of the general audience brochure and how it will be used as a project close out dissemination type activity.

Desired Outcome #14

To review, react to, and tentatively approve project plans for the conduct of a National Project Briefing.

This desired outcome was not addressed due to time limitations.

Actions: The project director will meet with project officer to examine intent, methods, timing of such a briefing. Additionally, the question of the need for a briefing will be addressed at this time taking into consideration the sequal project.

Desired Outcome #15

Select the purposes (preferably stated in the form of desired outcomes) to be achieved by the next National Advisory Committee meeting, the date most appropriate for those purposes, and the meeting location.

This desired outcome was put aside for a number of reasons such as:

A. If the National Center is awarded the sequal contract a close examination needs to be made on the best time for advice as project staff attempt to intergrate the tasks of the two projects.

B. The committee should meet in between the regional and state workshops and the dissemination type activities. Until the final decision is made on dates for the regional training setting a advisory committee meeting would be inappropriate.

Meeting Adjourned - 4:05 P.M., August 28, 1979

[redacted]

APPENDIX 23

Participant Information Summary

Overall Summary
Four Regions

Name ___ SUMMARY ___ Workshop Date ___

State ___ Workshop Location ___

Region ___

PARTICIPANT INFORMATION SUMMARY

Sex: Female 185 ☐ Male 187 ☐ total 372

2. **Education:**

	Yes	No
Associate	2	
Bachelor's	47	
Master's	214	
Doctorate	104	

Major Field ___

3. **Disabling Condition** (please specify, if applicable) ___

Ethnic Membership (please check one):

Black	30
Native American/Indian	4
Caucasian	296
Asian/Pacific	16
Hispanic	11

Other (please specify): 1

5. **Past Experience** (please check one box for each of the three types of past experience):

	Extensive Experience—worked a lot on this	Average Experience—worked a moderate amount on this	Limited Experience--worked a little on this	Inexperienced
Learning how to be a trainer and actually conducting training	214	113	31	13
Learning about career guidance and helping to develop one or more programs	189	117	50	12
Using and influencing federal and/or state legislation	84	101	105	74

Current Activity (please check one):

	Extensively Involved	Moderately Involved	Limited Involvement	Not Involved
To what degree are you currently involved in				

secondary each position):

	Primary Position	Secondary Position	
Guidance practitioner/counselor	115	93	
Teacher	43	67	
Other staff member of a private or public school	28	30	
Representative of a parent group	12	34	46
Elected official or staff member of one	16	24	0
Administrator for a professional association	21	35	
Representative of a religious group	16	30	6
Counselor educator/staff developer/college or university professor	95	56	
Administrator in a state or federal government department	95	15	
Administrator for an intermediate or local educational agency	44	18	
Employee of a private business or industry	19	22	
Representative of a labor union or group	4	19	
Representative of a service club	13	24	
Employee of a local public agency	32	22	
Housewife/househusband	36	41	
Private consultant	38	79 ~~77~~	
Other (please specify): ____________	26	5	

8. Contact Information

Please note where we can contact you, if necessary, during the next three months:

Preferred address: ______________________________

____

______________________________ Zip Code ____________

Preferred phone number(s): Work: (   )   -

Home: (   )   -

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Name - MIDWEST -________ Workshop Date ____________________

State ____________________ Workshop Location ____________________

gion ______________

PARTICIPANT INFORMATION SUMMARY

Sex: Female [49] Male [50] 99

2. Education:

	Yes	No	Major Field
Associate	1		
Bachelor's	13		
Master's	52		
Doctorate	30		✓

3. Disabling Condition (please specify, if applicable) ____________________

4. Ethnic Membership (please check one):

Black	7
Native American/Indian	1
Caucasian	86
Asian/Pacific	–
Hispanic	–

Other (please specify): ____________________

5. Past Experience (please check one box for each of the three types of past experience):

	Extensive Experience—worked a lot on this	Average Experience--worked a moderate amount on this	Limited Experience--worked a little on this	Inexperienced
Learning how to be a trainer and actually conducting training	55	29	10	4
Learning about career guidance and helping to develop one or more programs	39	37	17	5
Using and influencing federal and/or state legislation	22	27	31	19

6. Current Activity (please check one):

	Extensively Involved	Moderately Involved	Limited Involvement	Not Involved
To what degree are you currently involved in				

274

	Primary Position	Secondar Position
Guidance practitioner/counselor	27	27
Teacher	11	19
Other staff member of a private or public school	10	9
Representative of a parent group	4	8
Elected official or staff member of one	6	7
Administrator for a professional association	4	12
Representative of a religious group	2	15
Counselor educator/staff developer/college or university professor	24	15
Administrator in a state or federal government department	25	6
Administrator for an intermediate or local educational agency	13	7
Employee of a private business or industry	4	6
Representative of a labor union or group	3	10
Representative of a service club	2	11
Employee of a local public agency	13	8
Housewife/househusband	16	15
Private consultant	7	18
Other (please specify): ____________	4	1

8. Contact Information

Please note where we can contact you, if necessary, during the next three months:

Preferred address: ______________________________

____

______________________________ Zip Code ____________

Preferred phone number(s): Work: ( ) -

Home: ( ) -

Name - SOUTHERN ____________ Workshop Date ____________

State ____________ Workshop Location ____________

Region ____________

PARTICIPANT INFORMATION SUMMARY

Sex: Female [47] Male [62] 109

2. Education:

	Yes	No
Associate	1	
Bachelor's	8	
Master's	63	
Doctorate	36	

Major Field ____________

3. Disabling Condition (please specify, if applicable) ____________

4. Ethnic Membership (please check one):

Black	11
Native American/Indian	–
Caucasian	92
Asian/Pacific	–
Hispanic	2

Other (please specify): ____________

5. Past Experience (please check one box for each of the three types of past experience):

	Extensive Experience— worked a lot on this	Average Experience— worked a moderate amount on this	Limited Experience— worked a little on this	Inexperienced
Learning how to be a trainer and actually conducting training	69	33	4	3
Learning about career guidance and helping to develop one or more programs	61	27	17	1
Using and influencing federal and/or state legislation	28	33	33	14

Current Activity (please check one):

	Extensively Involved	Moderately Involved	Limited Involvement	Not Involved
To what degree are you currently involved in				

	Primary Position	Secondary Position
Guidance practitioner/counselor	30	26
Teacher	10	12
Other staff member of a private or public school	6	4
Representative of a parent group	3	6
Elected official or staff member of one	4	6
Administrator for a professional association	5	9
Representative of a religious group	6	7
Counselor educator/staff developer/college or university professor	28	12
Administrator in a state or federal government department	32	3
Administrator for an intermediate or local educational agency	11	3
Employee of a private business or industry	5	5
Representative of a labor union or group	—	2
Representative of a service club	5	2
Employee of a local public agency	6	2
Housewife/househusband	6	6
Private consultant	11	22
Other (please specify): ______________________	4	1

8. Contact Information

Please note where we can contact you, if necessary, during the next three months:

Preferred address: ______________________

____

______________________ Zip Code ________

Preferred phone number(s): Work: (   )   -

Home: (   )   -

me _- [redacted] Workshop Date ____________

WESTERN

State ____________ ion ____________

gion ____________

PARTICIPANT INFORMATION SUMMARY

Sex: Female 48 Male 39 87

2. **Education:**

	Yes	No	Major Field
Associate	—		
Bachelor's	22		
Master's	46		
Doctorate	20		✓

3. **Disabling Condition** (please specify, if applicable) ____________

Ethnic Membership (please check one):

Black	1
Native American/Indian	2
Caucasian	65
Asian/Pacific	15
Hispanic	2

Other (please specify): 1

5. **Past Experience** (please check one box for each of the three types of past experience):

	Extensive Experience—worked a lot on this	Average Experience—worked a moderate amount on this	Limited Experience--worked a little on this	Inexperienced
Learning how to be a trainer and actually conducting training	46	30	9	3
Learning about career guidance and helping to develop one or more programs	48	28	9	3
Using and influencing federal and/or state legislation	16	23	23	26

6. **Current Activity** (please check one):

	Extensively Involved	Moderately Involved	Limited Involvement	Not Involved
To what degree are you currently involved in				

	Primary Position	Secondary Position
Guidance practitioner/counselor	25	21
Teacher	12	22
Other staff member of a private or public school	6	12
Representative of a parent group	1	12
Elected official or staff member of one	1	7
Administrator for a professional association	5	10
Representative of a religious group	5	5
Counselor educator/staff developer/college or university professor	25	15
Administrator in a state or federal government department	19	4
Administrator for an intermediate or local educational agency	11	5
Employee of a private business or industry	3	7
Representative of a labor union or group	1	4
Representative of a service club	5	9
Employee of a local public agency	9	7
Housewife/househusband	8	12
Private consultant	10	22
Other (please specify):	11	3

8. Contact Information

Please note where we can contact you, if necessary, during the next three months:

Preferred address: ______________________________

____

______________________________ Zip Code __________

Preferred phone number(s): Work: (   )   -

Home: (   )   -

APPENDIX 24

Competency Survey for Training Teams - PRE

Overall Summary
Four Regions

280

[redacted]

PRE SUMMARY

Name________________________

State________________________

COMPETENCY SURVEY FOR TRAINING TEAMS

r each statement below and on the other side of this page: (1) assess your present perfor-ce in terms of that competency; (2) indicate what you think is the importance of that compe-cy for people who are attempting to improve career guidance programs. In making your two sessments of each competency, circle one of the following four letters to indicate your ices:

YOUR COMPETENCE	IMPORTANCE FOR OTHERS
ssess your present knowledge, attitude, or ill in terms of this competency statement.	Assess your attitude toward the importance of change agents improving their level of knowledge, attitude, or skill in terms of this competency statement.
. not competent in performing this competency	a. unimportant; not worth teaching
minimally competent, have few requirements for this competency	b. somewhat important; should be optional in workshops
very competent; possess most of the requirements but can't teach them to other people	c. fairly important; should be briefly covered in workshops
. exceptionally competent; my capabilities are developed sufficiently to teach this competency to other people	d. very important; worth devoting a substantial amount of workshop time

COMPETENCY STATEMENTS	Competence (circle one)				Importance (circle one)			
	a	b	c	d	a	b	c	d
Describe in detail, to a variety of people, the goals, activities, and participants of this nationwide project.	113	132	62	98	4	17	141	241
. Summarize several major features of planned change and explain the steps you would take to effect positive changes in at least one community setting.	31	124	125	125	6	17	121	256
. Identify the possible training needs of individuals you will be assisting.	13	95	144	148	5	17	127	250
Explain the general content of the project's training materials, and state how you would use those resources to train other people.	129	95	76	99	7	17	149	227
Write paragraph descriptions of several training techniques that you could use with people you train.	18	87	146	153	12	73	199	120
. Develop a written Training Action Plan for use in your home setting and include in it at least: training goals, objectives, activities, persons to be included, and resources.	26	82	140	157	9	16	104	273
. Identify the major components of the project's planning-action model for comprehensive career guidance programs.	107	116	71	99	8	13	133	243
Develop a local Guidance Program Implementation Plan that includes goals, objectives, activities, responsibilities, resources, and other features.	19	93	135	156	5	17	83	298
Plan a career guidance program (including: deciding tentative needed changes in the current program; developing a planning/implementation team; choosing a career development theory; choosing a program planning model; assessing client and environmental needs; and selecting implementation strategies).	21	84	160	142	3	13	81	309

(Continued on the other side of this page)

COMPETENCY STATEMENTS (continued)	Competence (circle one)				Importanc (circle on			
10. Support a career guidance program by providing resources or means that make it possible for planned program activities to occur (including: utilizing legislation; writing proposals; utilizing resources; initiating public relations and community involvement; developing staff; and using administrative mechanisms).	a 33	b 106	c 139	d 142	a 4	b 19	c 96	d 2[illegible]
11. Implement selected career guidance program activities (such as: providing counseling and guidance, tutoring, computerized guidance, curriculum-based guidance, placement and referral, follow-through and follow-up, career resource centers, home-based guidance, consultation, and equity and client advocacy; conducting pilot tests; conducting research; and maintaining ethnical and legal standards).	a 20	b 72	c 145	d 166	a 4	b 16	c 93	d 2[illegible]
12. Operate a career guidance program on a day-to-day basis once it has been initiated (including: maintaining program operations; providing professional growth; providing logistical support; and processing information).	a 29	b 67	c 126	d 181	a 8	b 26	c 118	d 2[illegible]
13. Evaluate a career guidance program by judging its quality and impact and either making appropriate modifications based on finding or making decisions to terminate it (including: evaluating program components; and making evaluation-based decisions).	a 19	b 90	c 147	d 147	a 5	b 21	c 96	d 2[illegible]

PLEASE WRITE BELOW ANY COMMENTS YOU CARE TO MAKE.

THANK YOU!

PRE MIDWEST

Region ________________ Name ____________________

State ____________________

COMPETENCY SURVEY FOR TRAINING TEAMS

each statement below and on the other side of this page: (1) assess your present perfor-
te in terms of that competency; (2) indicate what you think is the importance of that compe
ty for people who are attempting to improve career guidance programs. In making your two
essments of each competency, circle one of the following four letters to indicate your
ices:

YOUR COMPETENCE	IMPORTANCE FOR OTHERS
ess your present knowledge, attitude, or ill in terms of this competency statement.	Assess your attitude toward the importance of change agents improving their level of knowledge, attitude, or skill in terms of this competency statement.
not competent in performing this competency minimally competent, have few requirements for this competency very competent; possess most of the requirements but can't teach them to other people exceptionally competent; my capabilities are developed sufficiently to teach this competency to other people	a. unimportant; not worth teaching b. somewhat important; should be optional in workshops c. fairly important; should be briefly covered in workshops d. very important; worth devoting a substantial amount of workshop time

COMPETENCY STATEMENTS	Competence (circle one)				Importance (circle one)			
Describe in detail, to a variety of people, the goals, activities, and participants of this nationwide project.	a 27	b 42	c 16	d 29	a 1	b 5	c 34	d 69
Summarize several major features of planned change and explain the steps you would take to effect positive changes in at least one community setting.	a 11	b 35	c 35	d 33	a —	b 5	c 36	d 71
Identify the possible training needs of individuals you will be assisting.	a 4	b 33	c 48	d 29	a 1	b 6	c 43	d 63
Explain the general content of the project's training materials, and state how you would use those resources to train other people.	a 36	b 30	c 21	d 25	a —	b 7	c 40	d 64
Write paragraph descriptions of several training techniques that you could use with people you train.	a 9	b 26	c 45	d 30	a 2	b 17	c 54	d 28
Develop a written Training Action Plan for use in your home setting and include in it at least: training goals, objectives, activities, persons to be included, and resources.	a 5	b 29	c 44	d 31	a —	b 6	c 31	d 72
Identify the major components of the project's planning-action model for comprehensive career guidance programs.	a 27	b 39	c 20	d 22	a 2	b 2	c 42	d 64
Develop a local Guidance Program Implementation Plan that includes goals, objectives, activities, responsibilities, resources, and other features.	a 6	b 37	c 34	d 37	a —	b 5	c 22	d 57
Plan a career guidance program (including: deciding tentative needed changes in the current program; developing a planning/implementation team; choosing a career development theory; choosing a program planning model; assessing client and environmental needs; and selecting implementation strategies).	a 7	b 32	c 43	d 33	a —	b 4	c 25	d 95

(Continued on the other side of this page)

COMPETENCY STATEMENTS (continued)	Competence (circle one)				Importance (circle one)			
10. Support a career guidance program by providing resources or means that make it possible for planned program activities to occur (including: utilizing legislation; writing proposals; utilizing resources; initiating public relations and community involvement; developing staff; and using administrative mechanisms).	a 11	b 31	c 37	d 32	a —	b 7	c 19	d 6
11. Implement selected career guidance program activities (such as: providing counseling and guidance, tutoring, computerized guidance, curriculum-based guidance, placement and referral, follow-through and follow-up, career resource centers, home-based guidance, consultation, and equity and client advocacy; conducting pilot tests; conducting research; and maintaining ethnical and legal standards).	a 6	b 20	c 44	d 42	a —	b 1	c 29	d 82
12. Operate a career guidance program on a day-to-day basis once it has been initiated (including: maintaining program operations; providing professional growth; providing logistical support; and processing information).	a 11	b 21	c 34	d 45	a 1	b 7	c 37	d 65
13. Evaluate a career guidance program by judging its quality and impact and either making appropriate modifications based on finding or making decisions to terminate it (including: evaluating program components; and making evaluation-based decisions).	a 8	b 26	c 36	d 41	a —	b 6	c 30	d 74

PLEASE WRITE BELOW ANY COMMENTS YOU CARE TO MAKE.

THANK YOU!

PRE SOUTHERN

Name ______________________

Region ____________________

State ______________________

COMPETENCY SURVEY FOR TRAINING TEAMS

ach statement below and on the other side of this page: (1) assess your present perfor-
c in terms of that competency; (2) indicate what you think is the importance of that compe
cy for people who are attempting to improve career guidance programs. In making your two
essments of each competency, circle one of the following four letters to indicate your
s:

YOUR COMPETENCE	IMPORTANCE FOR OTHERS
s your present knowledge, attitude, or ill in terms of this competency statement.	Assess your attitude toward the importance of change agents improving their level of knowledge, attitude, or skill in terms of this competency statement.
ot competent in performing this competency minimally competent, have few requirements or this competency ery competent; possess most of the requirements but can't teach them to other eople xceptionally competent; my capabilities are developed sufficiently to teach this ompetency to other people	a. unimportant; not worth teaching b. somewhat important; should be optional in workshops c. fairly important; should be briefly covered in workshops d. very important; worth devoting a substantial amount of workshop time

COMPETENCY STATEMENTS	Competence (circle one)				Importance (circle one)			
	a	b	c	d	a	b	c	d
. Describe in detail, to a variety of people, the goals, activities, and participants of this nationwide project.	40	31	23	25	1	3	38	73
. ummarize several major features of planned change and explain the steps you would take to effect positive changes in t least one community setting.	[illegible]	42	35	[illegible]	2	3	32	75
. dentify the possible training needs of individuals you will be assisting.	3	25	44	37	2	3	27	80
. Explain the general content of the project's training materials, and state how you would use those resources to train other people.	35	25	23	25	3	4	37	71
. Write paragraph descriptions of several training techniques hat you could use with people you train.	4	29	42	41	2	16	52	46
. Develop a written Training Action Plan for use in your home setting and include in it at least: training goals, objectives, activities, persons to be included, and resources.	9	21	34	57	3	2	27	85
. dentify the major components of the project's planning-action model for comprehensive career guidance programs.	32	33	19	32	2	4	31	79
. evelop a local Guidance Program Implementation Plan that ncludes goals, objectives, activities, responsibilities, resources, and other features.	6	24	34	50	2	6	22	85
. lan a career guidance program (including: deciding tentative needed changes in the current program; developing a planning/implementation team; choosing a career development heory; choosing a program planning model; assessing client nd environmental needs; and selecting implementation strategies).	4	21	45	45	1	4	22	85

COMPETENCY STATEMENTS (continued)	Competence (circle one)				Importan (circle one)			
10. Support a career guidance program by providing resources or means that make it possible for planned program activities to occur (including: utilizing legislation; writing proposals; utilizing resources; initiating public relations and community involvement; developing staff; and using administrative mechanisms).	a 9	b 30	c 37	d 39	a 2	b 3	c 24	
11. Implement selected career guidance program activities (such as: providing counseling and guidance, tutoring, computerized guidance, curriculum-based guidance, placement and referral, follow-through and follow-up, career resource centers, home-based guidance, consultation, and equity and client advocacy; conducting pilot tests; conducting research; and maintaining ethnical and legal standards).	a 2	b 25	c 36	d 51	a 2	b 6	c 26	
12. Operate a career guidance program on a day-to-day basis once it has been initiated (including: maintaining program operations; providing professional growth; providing logistical support; and processing information).	a 6	b 22	c 37	d 50	a 3	b 8	c 33	d 7
13. Evaluate a career guidance program by judging its quality and impact and either making appropriate modifications based on finding or making decisions to terminate it (including: evaluating program components; and making evaluation-based decisions).	a 1	b 30	c 39	d 45	a 2	b 7	c 26	d 8

PLEASE WRITE BELOW ANY COMMENTS YOU CARE TO MAKE.

THANK YOU!

PRE NORTH ATLANTIC

Region ____________________

Name ____________________

State ____________________

COMPETENCY SURVEY FOR TRAINING TEAMS

each statement below and on the other side of this page: (1) assess your present perfor
e in terms of that competency; (2) indicate what you think is the importance of that com
y for people who are attempting to improve career guidance programs. In making your two
essments of each competency, circle one of the following four letters to indicate your
ces:

YOUR COMPETENCE	IMPORTANCE FOR OTHERS
ess your present knowledge, attitude, or ll in terms of this competency statement.	Assess your attitude toward the importance of change agents improving their level of knowledge, attitude, or skill in terms of this competency statement.
not competent in performing this competency minimally competent, have few requirements for this competency very competent; possess most of the requirements but can't teach them to other people exceptionally competent; my capabilities are developed sufficiently to teach this competency to other people	a. unimportant; not worth teaching b. somewhat important; should be optional in workshops c. fairly important; should be briefly covered in workshops d. very important; worth devoting a substantial amount of workshop time

COMPETENCY STATEMENTS	Competence (circle one)				Importance (circle one)			
	a	b	c	d	a	b	c	d
Describe in detail, to a variety of people, the goals, activities, and participants of this nationwide project.	19	17	12	23	—	[illegible]	[illegible]	38
Summarize several major features of planned change and explain the steps you would take to effect positive changes in at least one community setting.	5	19	19	27	—	1	26	45
Identify the possible training needs of individuals you will be assisting.	2	14	21	34	—	1	23	45
Explain the general content of the project's training materials, and state how you would use those resources to train other people.	15	18	15	24	1	3	23	43
Write paragraph descriptions of several training techniques that you could use with people you train.	2	9	25	35	3	6	37	26
Develop a written Training Action Plan for use in your home setting and include in it at least: training goals, objectives, activities, persons to be included, and resources.	3	11	28	32	3	4	15	50
Identify the major components of the project's planning-action model for comprehensive career guidance programs.	17	12	25	26	1	3	22	45
Develop a local Guidance Program Implementation Plan that includes goals, objectives, activities, responsibilities, resources, and other features.	3	11	25	31	—	[illegible]	[illegible]	7
Plan a career guidance program (including: deciding tentative needed changes in the current program; developing a planning/implementation team; choosing a career development theory; choosing a program planning model; assessing client and environmental needs; and selecting implementation strategies).	3	13	26	24	—	2	10	59

(Continued on th

COMPETENCY STATEMENTS (continued)	Competence (circle one)				Importanc (circle o		
10. Support a career guidance program by providing resources or means that make it possible for planned program activities to occur (including: utilizing legislation; writing proposals; utilizing resources; initiating public relations and community involvement; developing staff; and using administrative mechanisms).	a 4	b 13	c 25	d 30	a —	b 3	[illegible]
11. Implement selected career guidance program activities (such as: providing counseling and guidance, tutoring, computerized guidance, curriculum-based guidance, placement and referral, follow-through and follow-up, career resource centers, home-based guidance, consultation, and equity and client advocacy; conducting pilot tests; conducting research; and maintaining ethnical and legal standards).	a 4	b 11	c 24	d 33	a —	b 2	[illegible]
12. Operate a career guidance program on a day-to-day basis once it has been initiated (including: maintaining program operations; providing professional growth; providing logistical support; and processing information).	a 4	b 9	c 19	d 40	a —	b 2	[illegible] 17
13. Evaluate a career guidance program by judging its quality and impact and either making appropriate modifications based on finding or making decisions to terminate it (including: evaluating program components; and making evaluation-based decisions).	a 3	b 4	c 32	d 33	a —	b 3	c [illegible]

PLEASE WRITE BELOW ANY COMMENTS YOU CARE TO MAKE.

THANK YOU!

PRE WESTERN

Name ______________________

Region ______________ State ______________________

COMPETENCY SURVEY FOR TRAINING TEAMS

each statement below and on the other side of this page: (1) assess your present perfor-c in terms of that competency; (2) indicate what you think is the importance of that compe-cy for people who are attempting to improve career guidance programs. In making your two essments of each competency, circle one of the following four letters to indicate your i s:

YOUR COMPETENCE	IMPORTANCE FOR OTHERS
s s your present knowledge, attitude, or i in terms of this competency statement.	Assess your attitude toward the importance of change agents improving their level of knowledge, attitude, or skill in terms of this competency statement.
ot competent in performing this competency	a. unimportant; not worth teaching
inimally competent, have few requirements for this competency	b. somewhat important; should be optional in workshops
ery competent; possess most of the requirements but can't teach them to other people	c. fairly important; should be briefly covered in workshops
xceptionally competent; my capabilities re developed sufficiently to teach this competency to other people	d. very important; worth devoting a substantial amount of workshop time

COMPETENCY STATEMENTS	Competence (circle one) a	b	c	d	Importance (circle one) a	b	c	d
escribe in detail, to a variety of people, the goals, activities, and participants of this nationwide project.	29	40	14	24	2	4	38	61
mmarize several major features of planned change and explain the steps you would take to effect positive changes in at least one community setting.	6	30	36	33	4	8	27	65
entify the possible training needs of individuals you will e assisting.	4	23	31	46	2	7	34	60
Explain the general content of the project's training materials, and state how you would use those resources to train ther people.	40	22	17	25	3	3	49	49
Write paragraph descriptions of several training techniques hat you could use with people you train.	3	23	31	47	5	24	56	20
evelop a written Training Action Plan for use in your home setting and include in it at least: training goals, objec-ives, activities, persons to be included, and resources.	7	21	36	40	3	4	31	66
entify the major components of the project's planning-action model for comprehensive career guidance programs.	33	32	12	25	3	4	40	55
evelop a local Guidance Program Implementation Plan that ncludes goals, objectives, activities, responsibilities, resources, and other features.	4	21	42	38	3	2	31	67
lan a career guidance program (including: deciding tenta-ive needed changes in the current program; developing a planning/implementation team; choosing a career development heory; choosing a program planning model; assessing client nd environmental needs; and selecting implementation strate-ies).	7	18	46	35	2	3	24	77

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(Continued on the other side of this page)

COMPETENCY STATEMENTS (continued)	Competence (circle one)				Importance (circle one)			
10. Support a career guidance program by providing resources or means that make it possible for planned program activities to occur (including: utilizing legislation; writing proposals; utilizing resources; initiating public relations and community involvement; developing staff; and using administrative mechanisms).	a 9	b 32	c 40	d 25	a 2	b 6	c 32	d [illegible]
11. Implement selected career guidance program activities (such as: providing counseling and guidance, tutoring, computerized guidance, curriculum-based guidance, placement and referral, follow-through and follow-up, career resource centers, home-based guidance, consultation, and equity and client advocacy; conducting pilot tests; conducting research; and maintaining ethnical and legal standards).	a 8	b 16	c 41	d 40	a 2	b 7	c 26	d [illegible]
12. Operate a career guidance program on a day-to-day basis once it has been initiated (including: maintaining program operations; providing professional growth; providing logistical support; and processing information).	a 8	b 15	c 36	d 46	a 4	b 9	c 31	[illegible]
13. Evaluate a career guidance program by judging its quality and impact and either making appropriate modifications based on finding or making decisions to terminate it (including: evaluating program components; and making evaluation-based decisions).	a 7	b 30	c 40	d 25	a 3	b 5	c 25	72

PLEASE WRITE BELOW ANY COMMENTS YOU CARE TO MAKE.

THANK YOU!

APPENDIX 25

Competency Survey for Training Teams - POST

Overall Summary
Four Regions

[redacted]

POST - SUMMARY -

Region ________

Name ________________

State ________________

COMPETENCY SURVEY FOR TRAINING TEAMS

each statement below and on the other side of this page: (1) assess your present perfor- in terms of that competency; (2) indicate what you think is the importance of that compe for people who are attempting to improve career guidance programs. In making your two sessments of each competency, circle one of the following four letters to indicate your es:

YOUR COMPETENCE	IMPORTANCE FOR OTHERS
ss your present knowledge, attitude, or in terms of this competency statement.	Assess your attitude toward the importance of change agents improving their level of knowledge, attitude, or skill in terms of this competency statement.
. not competent in performing this compe-ency . minimally competent, have few requirements for this competency . ery competent; possess most of the re-uirements but can't teach them to other people . xceptionally competent; my capabilities re developed sufficiently to teach this competency to other people	a. unimportant; not worth teaching b. somewhat important; should be optional in workshops c. fairly important; should be briefly covered in workshops d. very important; worth devoting a substantial amount of workshop time

COMPETENCY STATEMENTS	Competence (circle one)				Importance (circle one)			
	a	b	c	d	a	b	c	d
. escribe in detail, to a variety of people, the goals, activities, and participants of this nationwide project.	27	75	100	141	22	28	92	192
. ummarize several major features of planned change and ex-lain the steps you would take to effect positive changes in at least one community setting.	18	50	112	159	18	19	86	207
. dentify the possible training needs of individuals you will e assisting.	15	54	123	147	19	18	85	206
. Explain the general content of the project's training mater-als, and state how you would use those resources to train ther people.	38	69	107	124	18	38	98	178
. Write paragraph descriptions of several training techniques hat you could use with people you train.	18	55	111	154	11	57	127	137
. evelop a written Training Action Plan for use in your home setting and include in it at least: training goals, objec-tives, activities, persons to be included, and resources.	26	41	91	177	21	21	60	230
. dentify the major components of the project's planning-action model for comprehensive career guidance programs.	30	64	117	139	13	36	103	177
. Develop a local Guidance Program Implementation Plan that ncludes goals, objectives, activities, responsibilities, resources, and other features.	23	57	94	162	20	22	61	225
. Plan a career guidance program (including: deciding tenta-ive needed changes in the current program; developing a planning/implementation team; choosing a career development theory; choosing a program planning model; assessing client nd environmental needs; and selecting implementation strate-ies).	26	52	98	164	24	22	61	223

(Continued on the other side of this page)

November 1979

COMPETENCY STATEMENTS (continued)	Competence (circle one)				Importance (circle one)			
10. **Support** a career guidance program by providing resources or means that make it possible for planned program activities to occur (including: utilizing legislation; writing proposals; utilizing resources; initiating public relations and community involvement; developing staff; and using administrative mechanisms).	a 26	b 54	c 110	d 143	a 21	b 20	c 81	d [illegible]
11. **Implement** selected career guidance program activities (such as: providing counseling and guidance, tutoring, computerized guidance, curriculum-based guidance, placement and referral, follow-through and follow-up, career resource centers, home-based guidance, consultation, and equity and client advocacy; conducting pilot tests; conducting research; and maintaining ethnical and legal standards).	a 25	b 47	c 104	d 160	a 23	b 22	c 76	d [illegible]
12. **Operate** a career guidance program on a day-to-day basis once it has been initiated (including: maintaining program operations; providing professional growth; providing logistical support; and processing information).	a 29	b 45	c 95	d 161	a 24	b 29	c 92	d [illegible]
13. **Evaluate** a career guidance program by judging its quality and impact and either making appropriate modifications based on finding or making decisions to terminate it (including: evaluating program components; and making evaluation-based decisions).	a 25	b 56	c 110	d 144	a 22	b 22	c 74	d [illegible]

PLEASE WRITE BELOW ANY COMMENTS YOU CARE TO MAKE.

THANK YOU!

[redacted]

POST - MIDWEST -

Region ____________________

Name ____________________

State ____________________

COMPETENCY SURVEY FOR TRAINING TEAMS

each statement below and on the other side of this page: (1) assess your present performance in terms of that competency; (2) indicate what you think is the importance of that competency for people who are attempting to improve career guidance programs. In making your two
sessments of each competency, circle one of the following four letters to indicate your
choices:

YOUR COMPETENCE	IMPORTANCE FOR OTHERS
ssess your present knowledge, attitude, or skill in terms of this competency statement.	Assess your attitude toward the importance of change agents improving their level of knowledge, attitude, or skill in terms of this competency statement.
. not competent in performing this competency . minimally competent, have few requirements for this competency . very competent; possess most of the requirements but can't teach them to other people . exceptionally competent; my capabilities are developed sufficiently to teach this competency to other people	a. unimportant; not worth teaching b. somewhat important; should be optional in workshops c. fairly important; should be briefly covered in workshops d. very important; worth devoting a substantial amount of workshop time

COMPETENCY STATEMENTS	Competence (circle one)				Importance (circle one)			
. Describe in detail, to a variety of people, the goals, activities, and participants of this nationwide project.	a 5	b 24	c 23	d 33	a 8	b 9	c 23	d 44
. Summarize several major features of planned change and explain the steps you would take to effect positive changes in at least one community setting.	a 5	b 15	c 28	d 37	a 9	b 7	c 20	d 50
. Identify the possible training needs of individuals you will be assisting.	a 5	b 14	c 33	d 32	a 8	b 6	c 20	d 50
. Explain the general content of the project's training materials, and state how you would use those resources to train other people.	a 11	b 17	c 29	d 30	a 8	b 14	c 25	d 38
. Write paragraph descriptions of several training techniques that you could use with people you train.	a 5	b 15	c 36	d 29	a 6	b 14	c 28	d 36
. Develop a written Training Action Plan for use in your home setting and include in it at least: training goals, objectives, activities, persons to be included, and resources.	a 9	b 11	c 10	d 46	a 10	b 5	c 13	d 54
. Identify the major components of the project's planning-action model for comprehensive career guidance programs.	a 8	b 17	c 30	c 30	a 6	b 13	c 25	d 40
. Develop a local Guidance Program Implementation Plan that includes goals, objectives, activities, responsibilities, resources, and other features.	a 8	b 19	c 21	d 36	a 8	b 10	c 14	d 52
. Plan a career guidance program (including: deciding tentative needed changes in the current program; developing a planning/implementation team; choosing a career development theory; choosing a program planning model; assessing client and environmental needs; and selecting implementation strategies).	a 9	b 23	c 21	d [illegible]	a 11	b 12	c 20	d 44

(Continued on the other side of this page)

COMPETENCY STATEMENTS (continued)	Competence (circle one)				Importance (circle one)			
10. Support a career guidance program by providing resources or means that make it possible for planned program activities to occur (including: utilizing legislation; writing proposals; utilizing resources; initiating public relations and community involvement; developing staff; and using administrative mechanisms).	a 10	b 16	c 25	d 31	a 9	b 8	c 17	d [illegible]0
11. Implement selected career guidance program activities (such as: providing counseling and guidance, tutoring, computerized guidance, curriculum-based guidance, placement and referral, follow-through and follow-up, career resource centers, home-based guidance, consultation, and equity and client advocacy; conducting pilot tests; conducting research; and maintaining ethnical and legal standards).	a 13	b 13	c 26	d 32	a 12	b 8	c 21	d [illegible]3
12. Operate a career guidance program on a day-to-day basis once it has been initiated (including: maintaining program operations; providing professional growth; providing logistical support; and processing information).	a 12	b 15	c 21	d 35	a 12	b 7	c 27	d [illegible]5
13. Evaluate a career guidance program by judging its quality and impact and either making appropriate modifications based on finding or making decisions to terminate it (including: evaluating program components; and making evaluation-based decisions).	a 11	b 19	c 28	d 26	a 10	b 9	c 22	d 43

PLEASE WRITE BELOW ANY COMMENTS YOU CARE TO MAKE.

THANK YOU!

[redacted]

POST - **SOUTHERN** - Name__________________________________

Region ______________________ State__________________________________

COMPETENCY SURVEY FOR TRAINING TEAMS

r each statement below and on the other side of this page: (1) assess your present performn e in terms of that competency; (2) indicate what you think is the importance of that compe n for people who are attempting to improve career guidance programs. In making your two sessments of each competency, circle one of the following four letters to indicate your o es:

YOUR COMPETENCE	IMPORTANCE FOR OTHERS
s ss your present knowledge, attitude, or k l in terms of this competency statement.	Assess your attitude toward the importance of change agents improving their level of knowledge, attitude, or skill in terms of this competency statement.
. not competent in performing this compe- ency . inimally competent, have few requirements for this competency . ery competent; possess most of the re- uirements but can't teach them to other people . xceptionally competent; my capabilities re developed sufficiently to teach this competency to other people	a. unimportant; not worth teaching b. somewhat important; should be optional in workshops c. fairly important; should be briefly covered in workshops d. very important; worth devoting a substantial amount of workshop time

COMPETENCY STATEMENTS	Competence (circle one)				Importance (circle one)			
. escribe in detail, to a variety of people, the goals, activities, and participants of this nationwide project.	a 4	b 16	c 24	d 30	a 6	b 2	c 20	d 46
. ummarize several major features of planned change and ex- lain the steps you would take to effect positive changes in at least one community setting.	a 4	b 11	c 20	d 35	a 3	b 3	c 20	d 47
. dentify the possible training needs of individuals you will e assisting.	a 3	b 10	c 24	d 36	a 3	b 5	c 15	d 50
. Explain the general content of the project's training materials, and state how you would use those resources to train ther people.	a 8	b 13	c 24	d 27	a 4	b 6	c 21	d 41
. Write paragraph descriptions of several training techniques that you could use with people you train.	a 3	b 12	c 22	d 37	a 3	b 12	c 24	d 35
. evelop a written Training Action Plan for use in your home etting and include in it at least: training goals, objectives, activities, persons to be included, and resources.	a 4	b 6	c 22	d 39	a 4	b 4	c 11	d 53
. dentify the major components of the project's planning- ction model for comprehensive career guidance programs.	a 5	b 14	c 21	d 34	a 4	b 5	c 19	d 46
. Develop a local Guidance Program Implementation Plan that ncludes goals, objectives, activities, responsibilities, esources, and other features.	a 3	b 10	c 15	d 41	a 4	b 2	c 13	d 51
. Plan a career guidance program (including: deciding tenta- ive needed changes in the current program; developing a lanning/implementation team; choosing a career development theory; choosing a program planning model; assessing client nd environmental needs; and selecting implementation strate- ies).	a 4	b 6	c 23	d 41	a 5	b 3	c 10	d 54

(Continued on the other side of this page)

COMPETENCY STATEMENTS (continued)	Competence (circle one)				Importance (circle one			
10. Support a career guidance program by providing resources or means that make it possible for planned program activities to occur (including: utilizing legislation; writing proposals; utilizing resources; initiating public relations and community involvement; developing staff; and using administrative mechanisms).	a 4	b 7	c 25	d 34	a 5	b 2	c 17	d 4
11. Implement selected career guidance program activities (such as: providing counseling and guidance, tutoring, computerized guidance, curriculum-based guidance, placement and referral, follow-through and follow-up, career resource centers, home-based guidance, consultation, and equity and client advocacy; conducting pilot tests; conducting research; and maintaining ethnical and legal standards).	a 1	b 10	c 19	d 42	a 4	b 3	c 14	d 5
12. Operate a career guidance program on a day-to-day basis once it has been initiated (including: maintaining program operations; providing professional growth; providing logistical support; and processing information).	a 2	b 8	c 24	d 36	a 4	b 4	c 19	d 4
13. Evaluate a career guidance program by judging its quality and impact and either making appropriate modifications based on finding or making decisions to terminate it (including: evaluating program components; and making evaluation-based decisions).	a 3	b 8	c 28	d 32	a 4	b 4	c 15	d 49

PLEASE WRITE BELOW ANY COMMENTS YOU CARE TO MAKE.

THANK YOU!

[redacted]

POST - NORTH ATLANTIC -

Region ____________________

Name ________________________________

State ________________________________

COMPETENCY SURVEY FOR TRAINING TEAMS

r each statement below and on the other side of this page: (1) assess your present perfor- n in terms of that competency; (2) indicate what you think is the importance of that compe n for people who are attempting to improve career guidance programs. In making your two sessments of each competency, circle one of the following four letters to indicate your o es:

YOUR COMPETENCE	IMPORTANCE FOR OTHERS
s ss your present knowledge, attitude, or k l in terms of this competency statement.	Assess your attitude toward the importance of change agents improving their level of knowledge, attitude, or skill in terms of this competency statement.
. not competent in performing this compe- ency . inimally competent, have few requirements for this competency . ery competent; possess most of the re- uirements but can't teach them to other people . xceptionally competent; my capabilities re developed sufficiently to teach this competency to other people	a. unimportant; not worth teaching b. somewhat important; should be optional in workshops c. fairly important; should be briefly covered in workshops d. very important; worth devoting a substantial amount of workshop time

COMPETENCY STATEMENTS	Competence (circle one)				Importance (circle one)			
	a	b	c	d	a	b	c	d
. escribe in detail, to a variety of people, the goals, activities, and participants of this nationwide project.	15	[illegible]	[illegible]	[illegible]	3	11	24	57
. ummarize several major features of planned change and ex- lain the steps you would take to effect positive changes in at least one community setting.	7	14	30	49	2	5	19	67
. dentify the possible training needs of individuals you will e assisting.	4	15	41	39	3	5	27	61
. Explain the general content of the project's training materials, and state how you would use those resources to train ther people.	10	22	26	46	3	11	29	54
. Write paragraph descriptions of several training techniques that you could use with people you train.	5	18	26	48	—	15	47	33
. evelop a written Training Action Plan for use in your home setting and include in it at least: training goals, objec- ives, activities, persons to be included, and resources.	7	14	25	52	4	4	19	69
. dentify the major components of the project's planning-action model for comprehensive career guidance programs.	[illegible]	12	[illegible]	42	2	9	32	51
. Develop a local Guidance Program Implementation Plan that ncludes goals, objectives, activities, responsibilities, esources, and other features.	6	16	31	44	4	3	20	67
. Plan a career guidance program (including: deciding tenta- ive needed changes in the current program; developing a planning/implementation team; choosing a career development theory; choosing a program planning model; assessing client nd environmental needs; and selecting implementation strate- ies).	5	13	30	50	4	3	17	72

(Continued on the other side of this page)

COMPETENCY STATEMENTS (continued)	Competence (circle one)				Importance (circle one)			
10. Support a career guidance program by providing resources or means that make it possible for planned program activities to occur (including: utilizing legislation; writing proposals; utilizing resources; initiating public relations and community involvement; developing staff; and using administrative mechanisms).	a 7	b 16	c 29	d 47	a 4	b 4	c 23	d 6
11. Implement selected career guidance program activities (such as: providing counseling and guidance, tutoring, computerized guidance, curriculum-based guidance, placement and referral, follow-through and follow-up, career resource centers, home-based guidance, consultation, and equity and client advocacy; conducting pilot tests; conducting research; and maintaining ethnical and legal standards).	a 5	b 16	c 31	d 47	a 2	b 7	c 27	d 5
12. Operate a career guidance program on a day-to-day basis once it has been initiated (including: maintaining program operations; providing professional growth; providing logistical support; and processing information).	a 6	b 16	c 21	d 53	a 3	b 10	c 24	d 5
13. Evaluate a career guidance program by judging its quality and impact and either making appropriate modifications based on finding or making decisions to terminate it (including: evaluating program components; and making evaluation-based decisions).	a 4	b 15	c 31	d 49	a 4	b 4	c 21	d 67

PLEASE WRITE BELOW ANY COMMENTS YOU CARE TO MAKE.

THANK YOU!

[redacted]

POST WESTERN

Region ____________

Name ____________

State ____________

COMPETENCY SURVEY FOR TRAINING TEAMS

each statement below and on the other side of this page: (1) assess your present perforc in terms of that competency; (2) indicate what you think is the importance of that compe cy for people who are attempting to improve career guidance programs. In making your two essments of each competency, circle one of the following four letters to indicate your is:

YOUR COMPETENCE	IMPORTANCE FOR OTHERS
s your present knowledge, attitude, or in terms of this competency statement.	Assess your attitude toward the importance of change agents improving their level of knowledge, attitude, or skill in terms of this competency statement.
not competent in performing this competency nimally competent, have few requirements for this competency ry competent; possess most of the reirements but can't teach them to other people ceptionally competent; my capabilities e developed sufficiently to teach this competency to other people	a. unimportant; not worth teaching b. somewhat important; should be optional in workshops c. fairly important; should be briefly covered in workshops d. very important; worth devoting a substantial amount of workshop time

COMPETENCY STATEMENTS	Competence (circle one)				Importance (circle one)			
	a	b	c	d	a	b	c	d
scribe in detail, to a variety of people, the goals, activities, and participants of this nationwide project.	3	17	25	35	5	6	25	45
mmarize several major features of planned change and ex- ain the steps you would take to effect positive changes in at least one community setting.	2	11	34	35	4	4	27	43
entify the possible training needs of individuals you will assisting.	3	15	25	40	5	2	26	45
Explain the general content of the project's training materials, and state how you would use those resources to train her people.	9	19	25	27	3	9	23	45
Write paragraph descriptions of several training techniques that you could use with people you train.	5	10	27	40	2	16	28	33
evelop a written Training Action Plan for use in your home setting and include in it at least: training goals, objectives, activities, persons to be included, and resources.	6	10	25	41	3	5	17	54
entify the major components of the project's planning-action model for comprehensive career guidance programs.	6	12	35	30	3	9	27	40
Develop a local Guidance Program Implementation Plan that cludes goals, objectives, activities, responsibilities, esources, and other features.	6	12	24	41	4	7	14	55
Plan a career guidance program (including: deciding tentaive needed changes in the current program; developing a anning/implementation team; choosing a career development theory; choosing a program planning model; assessing client d environmental needs; and selecting implementation strateies).	8	10	24	40	4	4	14	57

(Continued on the other side of this page)

COMPETENCY STATEMENTS (continued)	Competence (circle one)				Importance (circle one)			
	a	b	c	d	a	b	c	d
10. Support a career guidance program by providing resources or means that make it possible for planned program activities to occur (including: utilizing legislation; writing proposals; utilizing resources; initiating public relations and community involvement; developing staff; and using administrative mechanisms).	5	15	31	31	3	6	24	47
11. Implement selected career guidance program activities (such as: providing counseling and guidance, tutoring, computerized guidance, curriculum-based guidance, placement and referral, follow-through and follow-up, career resource centers, home-based guidance, consultation, and equity and client advocacy; conducting pilot tests; conducting research; and maintaining ethnical and legal standards).	6	8	29	39	5	5	14	5
12. Operate a career guidance program on a day-to-day basis once it has been initiated (including: maintaining program operations; providing professional growth; providing logistical support; and processing information).	9	6	29	37	5	8	20	47
13. Evaluate a career guidance program by judging its quality and impact and either making appropriate modifications based on finding or making decisions to terminate it (including: evaluating program components; and making evaluation-based decisions).	7	14	23	37	4	5	15	55

PLEASE WRITE BELOW ANY COMMENTS YOU CARE TO MAKE.

THANK YOU!

APPENDIX 26

Competency Surveys

Pre and Post Comparisons

302

Chart 1

COMPETENCY SURVEYS - PRE AND POST

a - not competent
b - minimally competent

	PRE		POST		PRORATED POST		% incr/decr	
	a	a+b	a	a+b	a	a+b	a	a+b
1. Describe goals, activ. and particip. of project	113	245	27	102	45	171	-60.00	-30.2
2. Summarize sev. major feat. of planning change	31	155	18	68	27	101	-12.90	-34.83
3. Identify poss. tr. needs	13	108	15	69	18	99	+38.46	- 8.3
4. Explain gen. content of tr. materials	129	224	38	107	75	171	-41.86	-23.6
5. Write par. descript. of tr. techniques	18	105	18	73	23	104	+27.77	- 0.9
6. Develop Train. Act. Plan	26	108	26	67	33	98	+26.92	- 9.25
7. Identify major components of plann. act. model	107	223	30	94	60	158	-43.92	-29.14
8. Dev. local guid. progr. implment. plan	19	112	23	80	28	112	+47.36	-
9. Plan career guid. pr.	21	105	26	78	33	108	+57.14	+ 2.8
10. Support career guid. pr.	33	143	26	80	35	119	+ 6.06	-16.7
11. Implement select career guid. progr. activ.	20	92	25	72	30	98	+50.00	+ 6.52
12. Operate career guid. pr.	29	96	29	74	37	101	+27.58	+ 5.20
13. Eval. career guid. pr.	19	109	25	81	30	111	+57.89	+ 1.8

Pre forms received 420. post forms received 350. Prorated by adding 16% of pre number to post number.

Chart 2

COMPETENCY SURVEYS - PRE AND POST

c - very competent
d - exceptionally competent

	PRE		POST		Prorated Post		% incr	
	d	c+d	d	c+d	c	c+d	d	c+d
1. Describe goals, activ., and particip. of project	98	160	141	241	169	287	72.44	79.37
2. Summarize sev. major feat. of planned change	125	250	159	271	190	341	52.00	36.40
3. Identify poss. tr. needs	148	292	147	270	189	353	27.70	18.83
4. Explain general content of tr. materials	99	175	124	231	152	281	53.53	60.57
5. Write par. descript. of tr. techniques	153	299	154	264	197	349	28.75	16.72
6. Develop Training Act. Pl.	157	297	177	268	221	352	40.76	18.51
7. Identify major components of plann. act. model	99	170	139	256	167	304	68.68	78.82
8. Dev. local Guid. Progr. Implem. Plan	156	291	162	256	206	340	32.05	16.83
9. Plan career guid. progr.	142	302	164	262	204	347	43.66	14.90
10. Support career guid. pr.	142	281	143	253	183	333	28.87	18.50
11. Implement select career guid. progr. activ.	166	311	160	264	207	353	24.69	13.50
12. Operate career guid. pr.	181	307	161	256	212	343	17.12	11.72
13. Eval. career guid. pr.	147	294	144	254	186	337	13.26	14.62

Pre forms received 420. post forms received 350. Prorated by adding 16% of pre number to post number.

Chart 3

COMPETENCY SURVEYS - PRE AND POST

a - not competent
b - minimally competent
c - very competent
d - exceptionally competent

	PRE		POST		PRE		POST	
	a	a+b	a	a+b	d	c+d	d	c+d
1. Describe goals, activ. and particip. of project	113	245	27	102	98	160	141	241
2. Summarize sev. major feat. of planning change	31	155	18	68	125	250	159	271
3. Identify poss. tr. needs	13	108	15	69	148	292	147	270
4. Explain gen. content of tr. materials	129	224	38	107	99	175	124	231
5. Write par. descript. of tr. techniques	18	105	18	73	153	299	154	264
6. Develop Train. Act. Plan	26	108	26	67	157	297	177	268
7. Identify major components of plann. act. model	107	223	30	94	99	170	139	256
8. Dev. local guid. progr. implment. plan	19	112	23	80	156	291	162	256
9. Plan career guid. pr.	21	105	26	78	142	302	164	262
10. Support career guid. pr.	33	143	26	80	142	281	143	253
11. Implement select career guid. progr. activ.	20	92	25	72	166	311	160	264
12. Operate career guid. pr.	29	96	29	74	181	307	161	256
13. Eval. career guid. pr.	19	109	25	81	147	294	144	254

Pre forms received 420. post forms received 350. Prorated by adding 16% of pre number to post number.

APPENDIX 27

Training Process Review Form

Overall Summary
Four Regions

306

Name SUMMARY Workshop Date

State Workshop Location

Region

TRAINING PROCESS REVIEW FORM

For each item below, circle the letter which best expresses your opinion about the workshop experiences you have just had.

1. The content material was: (circle one for each item)

applicable to my situation	225 a	120 b	31 c	4 d	*not applicable to my situation*
innovative	83 a	201 b	77 c	16 d	*traditional*
stimulating	127 a	168 b	73 c	13 d	*routine*
feasible in the time available	94 a	133 b	99 c	49 d	*not feasible in the time available*
valuable	216 a	127 b	26 c	3 d	*not valuable*

2. Instructional methods and procedures (disregard any that were not used): (circle one for each method used)

lectures were effective	150 a	145 b	29 c	4 d	*lectures were not effective*
small group discussions were effective	228 a	133 b	15 c	1 d	*not effective*
film and other A/V were effective	99 a	132 b	66 c	26 d	*not effective*
group demonstrations were effective	122 a	111 b	25 c	3 d	*not effective*
individual hands-on experiences were effective	121 a	134 b	28 c	5 d	*not effective*
question-and-answer periods were effective	217 a	122 b	21 c	4 d	*not effective*
planning procedures for future activities were effective	144 a	143 b	58 c	11 d	*not effective*

3. The workshop leader(s)/trainer(s) was/were: (circle one for each item)

well prepared	253 a	112 b	16 c	4 d	*unprepared*
clear, easily understood	242 a	119 b	20 c	3 d	*confusing, hard to understand*
well organized	227 a	116 b	36 c	4 d	*poorly organized*
concise, to the point	198 a	143 b	35 c	1 d	*rambling*
enthusiastic	270 a	97 b	15 c	— d	*seemed unmotivated*
effective with groups	263 a	108 b	9 c	1 d	*ineffective with groups*
motivating	231 a	131 b	22 c	— d	*discouraging*

4. General reaction to this workshop:
(circle one for each item)

I acquired new knowledge	185 a	138 b	38 c	4 d	*I acquired no new knowledg*
I am glad I attended	250 a	110 b	21 c	3 d	*I am sorry I attended*
This workshop does not need to be improved	45 a	185 b	104 c	37 d	*This workshop must be improved*
I would recommend this workshop to someone else	183 a	143 b	33 c	11 d	*I would not recommend t s workshop to anyone else*

5. I would recommend the following improvements for future workshops:

6. The most useful thing I learned from this workshop was:

7. The thing that bothered me most about this workshop was:

8. My overall rating of this workshop is: (circle one)

excellent	a	b	c	d	*poor*
	158	176	28	3	

[redacted]

Name MIDWEST Workshop Date ____________

State ____________ Workshop Location ____________

Region ____________

TRAINING PROCESS REVIEW FORM

For each item below, circle the letter which best expresses your opinion about the workshop experiences you have just had.

1. The content material was: (circle one for each item)

applicable to my situation	58 a	34 b	3 c	2 d	*not applicable to my situation*
innovative	19 a	57 b	18 c	3 d	*traditional*
stimulating	31 a	51 b	19 c	1 d	*routine*
feasible in the time available	17 a	34 b	34 c	13 d	*not feasible in the time available*
valuable	60 a	32 b	4 c	1 d	*not valuable*

2. Instructional methods and procedures (disregard any that were not used): (circle one for each method used)

lectures were effective	48 a	38 b	6 c	- d	*lectures were not effective*
small group discussions were effective	61 a	36 b	3 c	- d	*not effective*
film and other A/V were effective	23 a	35 b	16 c	4 d	*not effective*
group demonstrations were effective	31 a	29 b	5 c	- d	*not effective*
individual hands-on experiences were effective	36 a	37 b	8 c	1 d	*not effective*
question-and-answer periods were effective	61 a	32 b	5 c	1 d	*not effective*
planning procedures for future activities were effective	37 a	36 b	21 c	2 d	*not effective*

3. The workshop leader(s)/trainer(s) was/were: (circle one for each item)

well prepared	73 a	26 b	- c	- d	*unprepared*
clear, easily understood	64 a	34 b	2 c	1 d	*confusing, hard to understand*
well organized	61 a	36 b	7 c	- d	*poorly organized*
concise, to the point	56 a	46 b	5 c	- d	*rambling*
enthusiastic	77 a	19 b	2 c	- d	*seemed unmotivated*
effective with groups	71 a	27 b	1 c	- d	*ineffective with groups*
motivating	59 a	39 b	2 c	- d	*discouraging*

4. General reaction to this workshop:
(circle one for each item)

I acquired new knowledge	54 a	40 b	4 c	– d	*I acquired no new knowl dg*
I am glad I attended	68 a	33 b	– c	– d	*I am sorry I attended*
This workshop does not need to be improved	14 a	55 b	25 c	2 d	*This workshop must be improved*
I would recommend this workshop to someone else	43 a	49 b	5 c	2 d	*I would not recommend t is workshop to anyone els*

5. I would recommend the following improvements for future workshops:

6. The most useful thing I learned from this workshop was:

7. The thing that bothered me most about this workshop was:

8. My overall rating of this workshop is: (circle one)

excellent	a	b	c	d	*poor*
	48	45	4	–	

THANK YOU FOR TAKING TIME AND ENERGY TO COMPLETE THIS FORM!

[redacted]

Name SOUTHERN Workshop Date ____________

State ____________ Workshop Location ____________

Region ____________

TRAINING PROCESS REVIEW FORM

For each item below, circle the letter which best expresses your opinion about the workshop experiences you have just had.

1. The content material was: (circle one for each item)

applicable to my situation	67 a	26 b	7 c	2 d	*not applicable to my situation*
innovative	24 a	59 b	15 c	4 d	*traditional*
stimulating	35 a	52 b	10 c	4 d	*routine*
feasible in the time available	39 a	40 b	13 c	6 d	*not feasible in the time available*
valuable	53 a	31 b	9 c	– d	*not valuable*

2. Instructional methods and procedures (disregard any that were not used): (circle one for each method used)

lectures were effective	42 a	43 b	3 c	1 d	*lectures were not effective*
small group discussions were effective	43 a	39 b	3 c	1 d	*not effective*
film and other A/V were effective	38 a	42 b	15 c	3 d	*not effective*
group demonstrations were effective	28 a	34 b	6 c	2 d	*not effective*
individual hands-on experiences were effective	39 a	32 b	10 c	1 d	*not effective*
question-and-answer periods were effective	52 a	37 b	5 c	1 d	*not effective*
planning procedures for future activities were effective	35 a	36 b	14 c	5 d	*not effective*

3. The workshop leader(s)/trainer(s) was/were: (circle one for each item)

well prepared	[illegible] a	31 b	5 c	3 d	*unprepared*
clear, easily understood	65 a	28 b	5 c	2 d	*confusing, hard to understand*
well organized	55 a	36 b	8 c	2 d	*poorly organized*
concise, to the point	56 a	34 b	9 c	– d	*rambling*
enthusiastic	67 a	28 b	4 c	– d	*seemed unmotivated*
effective with groups	76 a	27 b	3 c	– d	*ineffective with groups*
motivating	62 a	31 b	5 c	– d	*discouraging*

4. General reaction to this workshop:
(circle one for each item)

I acquired new knowledge	53 a	35 b	11 c	1 d	*I acquired no new knowledg*
I am glad I attended	62 a	33 b	5 c	2 d	*I am sorry I attended*
This workshop does not need to be improved	10 a	57 b	23 c	10 d	*This workshop must be improved*
I would recommend this workshop to someone else	53 a	27 b	8 c	5 d	*I would not recommend this workshop to anyone else*

5. I would recommend the following improvements for future workshops:

6. The most useful thing I learned from this workshop was:

7. The thing that bothered me most about this workshop was:

8. My overall rating of this workshop is: (circle one)

excellent	a	b	c	d	*poor*
	34	46	6	2	

[redacted]

Name _ NORTH ATLANTIC _ Workshop Date ____________

State ____________ Workshop Location ____________

Region ____________

TRAINING PROCESS REVIEW FORM

For each item below, circle the letter which best expresses your opinion about the workshop experiences you have just had.

1. The content material was: (circle one for each item)

applicable to my situation	44 a	29 b	9 c	– d	*not applicable to my situation*
innovative	19 a	38 b	19 c	5 d	*traditional*
stimulating	38 a	20 b	19 c	6 d	*routine*
feasible in the time available	18 a	26 b	28 c	10 d	*not feasible in the time available*
valuable	47 a	28 b	8 c	1 d	*not valuable*

2. Instructional methods and procedures (disregard any that were not used): (circle one for each method used)

lectures were effective	24 a	28 b	7 c	1 d	*lectures were not effective*
small group discussions were effective	55 a	23 b	4 c	– d	*not effective*
film and other A/V were effective	12 a	22 b	17 c	9 d	*not effective*
group demonstrations were effective	24 a	22 b	7 c	1 d	*not effective*
individual hands-on experiences were effective	17 a	23 b	6 c	2 d	*not effective*
question-and-answer periods were effective	47 a	23 b	5 c	1 d	*not effective*
planning procedures for future activities were effective	32 a	33 b	13 c	2 d	*not effective*

3. The workshop leader(s)/trainer(s) was/were: (circle one for each item)

well prepared	60 a	22 b	3 c	– d	*unprepared*
clear, easily understood	61 a	22 b	1 c	– d	*confusing, hard to understand*
well organized	57 a	24 b	3 c	1 d	*poorly organized*
concise, to the point	46 a	33 b	5 c	1 d	*rambling*
enthusiastic	58 a	20 b	7 c	– d	*seemed unmotivated*
effective with groups	57 a	24 b	2 c	– d	*ineffective with groups*
motivating	55 a	19 b	10 c	– d	*discouraging*

4. General reaction to this workshop:
(circle one for each item)

I acquired new knowledge	38 a	28 b	17 c	1 d	*I acquired no new knowle[illegible]ge*
I am glad I attended	61 a	15 b	6 c	1 d	*I am sorry I attended*
This workshop does not need to be improved	8 a	38 b	22 c	9 d	*This workshop must be improved*
I would recommend this workshop to someone else	44 a	25 b	9 c	2 d	*I would not recommend this workshop to anyone else*

5. I would recommend the following improvements for future workshops:

6. The most useful thing I learned from this workshop was:

7. The thing that bothered me most about this workshop was:

8. My overall rating of this workshop is: (circle one)

excellent	a	b	c	d	*poor*
	36	31	12	1	

THANK YOU FOR TAKING TIME AND ENERGY TO COMPLETE THIS FORM!

[redacted]

Name WESTERN Workshop Date ________________

State ________________ Workshop Location ________________

Region ________________

TRAINING PROCESS REVIEW FORM

For each item below, circle the letter which best expresses your opinion about the workshop experiences you have just had.

1. The content material was: (circle one for each item)

applicable to my situation	56 a	31 b	12 c	– d	*not applicable to my situation*
innovative	21 a	48 b	25 c	4 d	*traditional*
stimulating	23 a	45 b	25 c	2 d	*routine*
feasible in the time available	20 a	33 b	24 c	20 d	*not feasible in the time available*
valuable	56 a	36 b	5 c	1 d	*not valuable*

2. Instructional methods and procedures (disregard any that were not used): (circle one for each method used)

lectures were effective	36 a	36 b	13 c	1 d	*lectures were not effective*
small group discussions were effective	59 a	35 b	5 c	– d	*not effective*
film and other A/V were effective	26 a	33 b	18 c	10 d	*not effective*
group demonstrations were effective	39 a	26 b	7 c	– d	*not effective*
individual hands-on experiences were effective	29 a	42 b	4 c	1 d	*not effective*
question-and-answer periods were effective	57 a	30 b	6 c	2 d	*not effective*
planning procedures for future activities were effective	40 a	38 b	10 c	2 d	*not effective*

3. The workshop leader(s)/trainer(s) was/were: (circle one for each item)

well prepared	57 a	33 b	8 c	1 d	*unprepared*
clear, easily understood	52 a	35 b	12 c	1 d	*confusing, hard to understand*
well organized	54 a	26 b	19 c	1 d	*poorly organized*
concise, to the point	48 a	36 b	13 c	– d	*rambling*
enthusiastic	68 a	30 b	2 c	– d	*seemed unmotivated*
effective with groups	65 a	30 b	3 c	1 d	*ineffective with groups*
motivating	55 a	42 b	5 c	– d	*discouraging*

4. General reaction to this workshop:
(circle one for each item)

I acquired new knowledge	50 a	40 b	6 c	2 d	*I acquired no new knowledge*
I am glad I attended	59 a	29 b	10 c	– d	*I am sorry I attended*
This workshop does not need to be improved	13 a	35 b	34 c	16 d	*This workshop must be improved*
I would recommend this workshop to someone else	43 a	42 b	11 c	2 d	*I would not recommend this workshop to anyone else*

5. I would recommend the following improvements for future workshops:

6. The most useful thing I learned from this workshop was:

7. The thing that bothered me most about this workshop was:

8. My overall rating of this workshop is: (circle one)

excellent	a	b	c	d	*poor*
	39	51	6	—	

THANK YOU FOR TAKING TIME AND ENERGY TO COMPLETE THIS FORM.

APPENDIX 28

Checklist for Assessing Training Action Plans

Overall Summary
Four Regions

SUMMARY

Names of Trainers Whose Plan is Being Assessed ____________________

Trainers' State ____________ ____________________

Workshop Location ____________________ Workshop Date ____________

Rater's Name ____________________

Region ____________

CHECKLIST FOR ASSESSING TRAINING ACTION PLANS

Five criteria are being used to assess training plans. For each criterion below, circle one of the five points on its scale. Select the scale point that best expresses your opinion of the extent to which that part of the plan meets that criterion.

Criterion #1: The training objectives will: (1) be at least four in number, (2) obviously relate to the training goals, (3) be clearly stated, and (4) contain standards or criteria for measuring successful achievement of them.

		10	36	35
a	*b*	*c*	*d*	*e*
None of the above four standards are met	*Only one standard is met*	*Two standards are met*	*Three standards are met*	*All four standards are met*

Criterion #2: The training activities/methods will: (1) be appropriate to the training objectives; (2) be well-structured and easy to follow; (3) relate to the participants' own situations, where possible; (4) be motivating for most participants; and (5) present a balance of small- and large-group learning experiences.

a	*b* 1	*c* 10	*d* 28	*e* 40
None of the above five standards are met	*Only one standard is met*	*Two standards are met*	*Three standards are met*	*Four or five standards are met*

Criterion #3: Task assignments will be: (1) systematically indicated for each major training activity, (2) evenly divided among all trainers so that no one is overburdened, (3) easily understood, (4) accompanied by deadline dates indicating when they must be performed, and (5) feasible in term of time and effort available.

a	*b*	*c* 8	*d* 22	*e* 44
None of the above five standards are met	*Only one standard is met*	*Two standards are met*	*Three standards are met*	*Four or five standards are met*

Criterion #4: *Implementation details will indicate: (1) the key resources (human and non-human) that will be required for the training activities, (2) where those resources will be obtained, (3) the time and location of the training sessions, (4) a feasible time and location, and (5) backup strategies in case of contingencies (e.g., bad weather, ill trainers) that scuttle the first plan.*

a 1	b 2	c 12	d 22	e 41
None of the above five standards are met	*Only one standard is met*	*Two standards are met*	*Three standards are met*	*Four or five standards are met*

Criterion #5: *Evaluation strategies will: (1) indicate what decisions will be possible based on evaluation data to be collected; (2) be at least two in number, (3) be appropriate to the training objectives, (4) outline the instrument(s) that will be used, and (5) summarize how evaluation data will be analyzed and reported.*

a 10	b 2	c 10	d 21	e 23
None of the above five standards are met	*Only one standard is met*	*Two standards are met*	*Three standards are met*	*Four or five standards are met*

My overall rating of this plan is: (circle one)

excellent	a	b	c	d	*poor*
	39	26	10		

Please write any comments you care to make:

MIDWEST

Names of Trainers Whose Plan is Being Assessed ____________________

Trainers' State ____________ ____________________

Workshop Location ____________________ Workshop Date __________

Rater's Name ____________________

Region ____________

CHECKLIST FOR ASSESSING TRAINING ACTION PLANS

Five criteria are being used to assess training plans. For each criterion below, circle one of the five points on its scale. Select the scale point that best expresses your opinion of the extent to which that part of the plan meets that criterion.

Criterion #1: The training objectives will: (1) be at least four in number, (2) obviously relate to the training goals, (3) be clearly stated, and (4) contain standards or criteria for measuring successful achievement of them.

a —	*b* —	*c* 1	*d* 14	*e* 22
None of the above four standards are met	*Only one standard is met*	*Two standards are met*	*Three standards are met*	*All four standards are met*

Criterion #2: The training activities/methods will: (1) be appropriate to the training objectives; (2) be well-structured and easy to follow; (3) relate to the participants' own situations, where possible; (4) be motivating for most participants; and (5) present a balance of small- and large-group learning experiences.

a —	*b* 1	*c* 2	*d* 17	*e* 17
None of the above five standards are met	*Only one standard is met*	*Two standards are met*	*Three standards are met*	*Four or five standards are met*

Criterion #3: Task assignments will be: (1) systematically indicated for each major training activity, (2) evenly divided among all trainers so that no one is overburdened, (3) easily understood, (4) accompanied by deadline dates indicating when they must be performed, and (5) feasible in term of time and effort available.

a —	*b* —	*c* 3	*d* 16	*e* 24
None of the above five standards are met	*Only one standard is met*	*Two standards are met*	*Three standards are met*	*Four or five standards are met*

Criterion #4: *Implementation details will indicate: (1) the key resources (human and non-human) that will be required for the training activities, (2) where those resources will be obtained, (3) the time and location of the training sessions, (4) a feasible time and location, and (5) backup strategies in case of contingencies (e.g., bad weather, ill trainers) that scuttle the first plan.*

a 1	*b* 1	*c* 3	*d* 9	*e* 23
None of the above five standards are met	*Only one standard is met*	*Two standards are met*	*Three standards are met*	*Four or five standards are met*

Criterion #5: *Evaluation strategies will: (1) indicate what decisions will be possible based on evaluation data to be collected; (2) be at least two in number, (3) be appropriate to the training objectives, (4) outline the instrument(s) that will be used, and (5) summarize how evaluation data will be analyzed and reported.*

a 6	*b* 1	*c* 5	*d* 8	*e* 10
None of the above five standards are met	*Only one standard is met*	*Two standards are met*	*Three standards are met*	*Four or five standards are met*

My overall rating of this plan is: (circle one)

excellent	a	b	c	d	*poor*
	20	13	2	—	

Please write any comments you care to make:

SOUTHERN

Names of Trainers Whose Plan is Being Assessed ______________________

Trainers' State ______________________

Workshop Location ______________________ Workshop Date ______________________

Rater's Name ______________________

Region ______________________

NO DATA SUBMITTED

CHECKLIST FOR ASSESSING TRAINING ACTION PLANS

> Five criteria are being used to assess training plans. For each criterion below, circle one of the five points on its scale. Select the scale point that best expresses your opinion of the extent to which that part of the plan meets that criterion.

Criterion #1: *The training objectives will: (1) be at least four in number, (2) obviously relate to the training goals, (3) be clearly stated, and (4) contain standards or criteria for measuring successful achievement of them.*

a	b	c	d	e
None of the above four standards are met	*Only one standard is met*	*Two standards are met*	*Three standards are met*	*All four standards are met*

Criterion #2: *The training activities/methods will: (1) be appropriate to the training objectives; (2) be well-structured and easy to follow; (3) relate to the participants' own situations, where possible; (4) be motivating for most participants; and (5) present a balance of small- and large-group learning experiences.*

a	b	c	d	e
None of the above five standards are met	*Only one standard is met*	*Two standards are met*	*Three standards are met*	*Four or five standards are met*

Criterion #3: *Task assignments will be: (1) systematically indicated for each major training activity, (2) evenly divided among all trainers so that no one is overburdened, (3) easily understood, (4) accompanied by deadline dates indicating when they must be performed, and (5) feasible in term of time and effort available.*

a	b	c	d	e
None of the above five standards are met	*Only one standard is met*	*Two standards are met*	*Three standards are met*	*Four or five standards are met*

Criterion #4: Implementation details will indicate: (1) the key resources (human and non-human) that will be required for the training activities, (2) where those resources will be obtained, (3) the time and location of the training sessions, (4) a feasible time and location, and (5) backup strategies in case of contingencies (e.g., bad weather, ill trainers) that scuttle the first plan.

a	*b*	*c*	*d*	*e*
None of the above five standards are met	*Only one standard is met*	*Two standards are met*	*Three standards are met*	*Four or five standards are met*

Criterion #5: Evaluation strategies will: (1) indicate what decisions will be possible based on evaluation data to be collected; (2) be at least two in number, (3) be appropriate to the training objectives, (4) outline the instrument(s) that will be used, and (5) summarize how evaluation data will be analyzed and reported.

a	*b*	*c*	*d*	*e*
None of the above five standards are met	*Only one standard is met*	*Two standards are met*	*Three standards are met*	*Four or five standards are met*

My overall rating of this plan is: (circle one)

excellent a b c d *poor*

Please write any comments you care to make:

NORTH ATLANTIC

Names of Trainers Whose Plan is Being Assessed ______________________

Trainers' State ____________ ______________________

Workshop Location ______________________ Workshop Date ____________

Rater's Name ______________________

Region ____________

CHECKLIST FOR ASSESSING TRAINING ACTION PLANS

Five criteria are being used to assess training plans. For each criterion below, circle one of the five points on its scale. Select the scale point that best expresses your opinion of the extent to which that part of the plan meets that criterion.

Criterion #1: The training objectives will: (1) be at least four in number, (2) obviously relate to the training goals, (3) be clearly stated, and (4) contain standards or criteria for measuring successful achievement of them.

a -	b —	c 6	d 8	e 6
None of the above four standards are met	*Only one standard is met*	*Two standards are met*	*Three standards are met*	*All four standards are met*

Criterion #2: The training activities/methods will: (1) be appropriate to the training objectives; (2) be well-structured and easy to follow; (3) relate to the participants' own situations, where possible; (4) be motivating for most participants; and (5) present a balance of small- and large-group learning experiences.

a —	b —	c -	d 5	e 7
None of the above five standards are met	*Only one standard is met*	*Two standards are met*	*Three standards are met*	*Four or five standards are met*

Criterion #3: Task assignments will be: (1) systematically indicated for each major training activity, (2) evenly divided among all trainers so that no one is overburdened, (3) easily understood, (4) accompanied by deadline dates indicating when they must be performed, and (5) feasible in term of time and effort available.

a —	b —	c 4	d 7	e 9
None of the above five standards are met	*Only one standard is met*	*Two standards are met*	*Three standards are met*	*Four or five standards are met*

Criterion #4: *Implementation details will indicate: (1) the key resources (human and non-human) that will be required for the training activities, (2) where those resources will be obtained, (3) the time and location of the training sessions, (4) a feasible time and location, and (5) backup strategies in case of contingencies (e.g., bad weather, ill trainers) that scuttle the first plan.*

a –	*b* 1	*c* 4	*d* 7	*e* 8
None of the above five standards are met	*Only one standard is met*	*Two standards are met*	*Three standards are met*	*Four or five standards are met*

Criterion #5: *Evaluation strategies will: (1) indicate what decisions will be possible based on evaluation data to be collected; (2) be at least two in number, (3) be appropriate to the training objectives, (4) outline the instrument(s) that will be used, and (5) summarize how evaluation data will be analyzed and reported.*

a 1	*b* 1	*c* 4	*d* 9	*e* 4
None of the above five standards are met	*Only one standard is met*	*Two standards are met*	*Three standards are met*	*Four or five standards are met*

My overall rating of this plan is: (circle one)

excellent	a	b	c	d	*poor*
	7	7	5	–	

Please write any comments you care to make:

WESTERN

Names of Trainers Whose Plan is Being Assessed ______________________________

Trainers' State ______________ ______________________________

Workshop Location ______________________________ Workshop Date ______________

Rater's Name ______________________________

Region ______________

CHECKLIST FOR ASSESSING TRAINING ACTION PLANS

Five criteria are being used to assess training plans. For each criterion below, circle one of the five points on its scale. Select the scale point that best expresses your opinion of the extent to which that part of the plan meets that criterion.

Criterion #1: The training objectives will: (1) be at least four in number, (2) obviously relate to the training goals, (3) be clearly stated, and (4) contain standards or criteria for measuring successful achievement of them.

a —	b —	c 3	d 14	e 7
None of the above four standards are met	*Only one standard is met*	*Two standards are met*	*Three standards are met*	*All four standards are met*

Criterion #2: The training activities/methods will: (1) be appropriate to the training objectives; (2) be well-structured and easy to follow; (3) relate to the participants' own situations, where possible; (4) be motivating for most participants; and (5) present a balance of small- and large-group learning experiences.

a —	b —	c 3	d 3	e 16
None of the above five standards are met	*Only one standard is met*	*Two standards are met*	*Three standards are met*	*Four or five standards are met*

Criterion #3: Task assignments will be: (1) systematically indicated for each major training activity, (2) evenly divided among all trainers so that no one is overburdened, (3) easily understood, (4) accompanied by deadline dates indicating when they must be performed, and (5) feasible in term of time and effort available.

a —	b —	c 1	d 4	e 12
None of the above five standards are met	*Only one standard is met*	*Two standards are met*	*Three standards are met*	*Four or five standards are met*

Criterion #4: Implementation details will indicate: (1) the key resources (human and non-human) that will be required for the training activities, (2) where those resources will be obtained, (3) the time and location of the training sessions, (4) a feasible time and location, and (5) backup strategies in case of contingencies (e.g., bad weather, ill trainers) that scuttle the first plan.

a —	b —	c 5	d 6	e 10
None of the above five standards are met	Only one standard is met	Two standards are met	Three standards are met	Four or five standards are met

Criterion #5: Evaluation strategies will: (1) indicate what decisions will be possible based on evaluation data to be collected; (2) be at least two in number, (3) be appropriate to the training objectives, (4) outline the instrument(s) that will be used, and (5) summarize how evaluation data will be analyzed and reported.

a 3	b —	c 1	d 3	e 9
None of the above five standards are met	Only one standard is met	Two standards are met	Three standards are met	Four or five standards are met

My overall rating of this plan is: (circle one)

excellent	a	b	c	d	poor
	12	6	3	—	

Please write any comments you care to make: